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ABSTRACT

The impact of DEEP on 14 participating school systems, levels K-12, is discussed in terms of origin of curricular materials, and its influence in prompting new directions, ideas, or programs. Part II includes reports from individual schools. Each school reports on curriculum development process, objectives, summer institute, nature of the project, evaluation, and summary. Part III is a largely subjective summary statement by DEEP reporters on aspects of decentralization and curriculum. Part IV contains the introduction and summary of the EPDA Institute for Advanced Study in Economics' for Wisconsin DEEP personnel. These aspects are evaluated: relations with USOE, relations with school administrations, pre-institute preparation, physical facilities, field trips, participant communication, full time vs. part time staff, visiting faculty, use of new materials, participant activities, and follow-up arrangements. The two primal objectives of the Institute, yielding an understanding of basic concepts and theoretical structure of economics, and demonstrating procedures, methods, and materials, were in large measure achieved. (SLD)

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WISCONSIN DEVELOPMENTAL ECONOMIC EDUCATION PROGRAM

1969-70 Report

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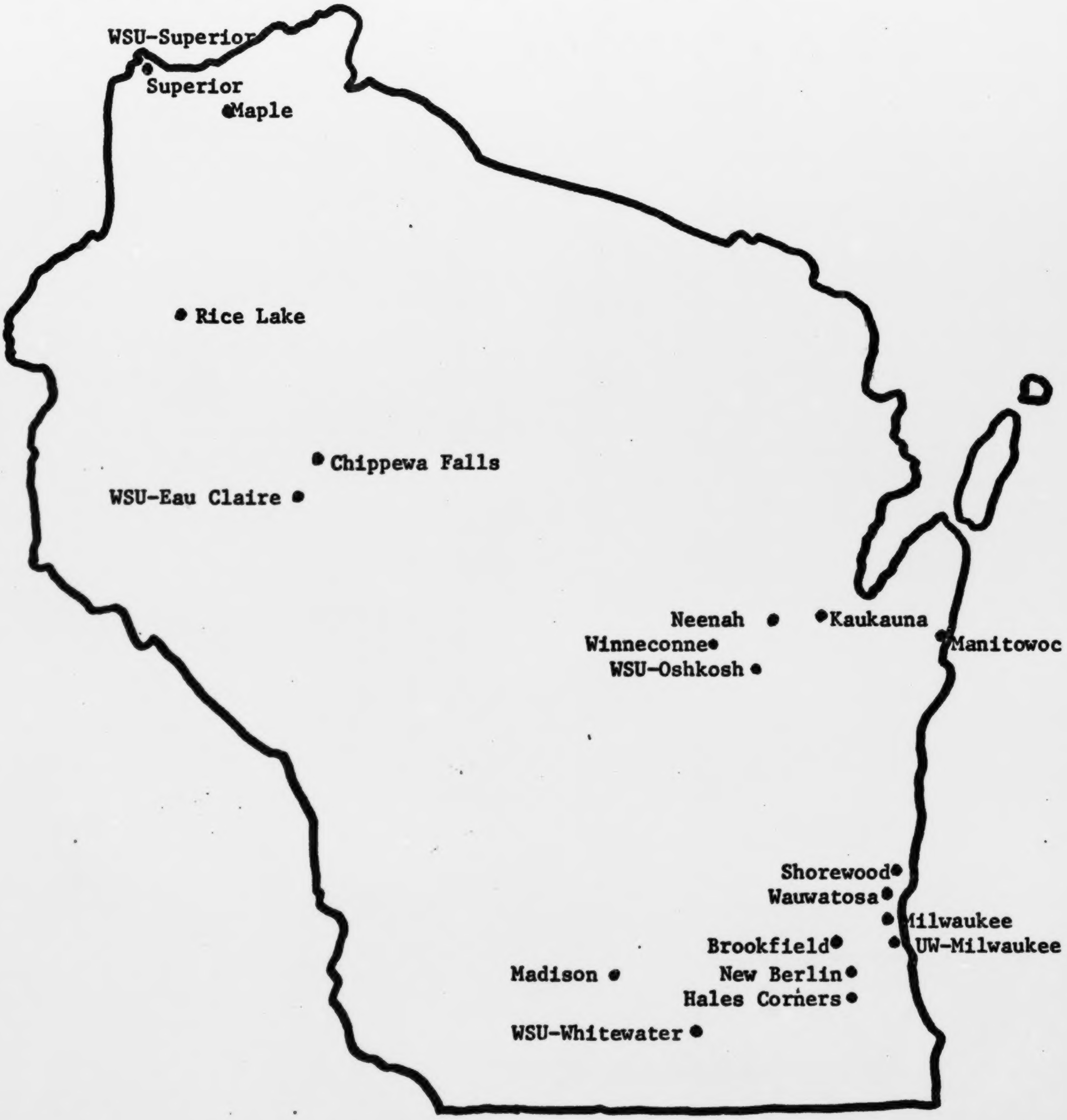
SO000278

The DEEP System in Wisconsin 1969-70


WSU-Superior
Superior
Maple
Rice Lake
Chippewa Falls
WSU-Eau Claire
Neenah
Kaukauna
Manitowoc
Winneconne
WSU-Oshkosh
Shorewood
Wauwatosa
Milwaukee
Brookfield
UW-Milwaukee
Madison
New Berlin
Hales Corners
WSU-Whitewater

Wisconsin Developmental Economic Education Program

1969-70 Report

Introduction

This report is in three parts - the first attempts to examine the broad impact of DEEP on those Wisconsin schools that were directly affiliated with the project. Certain characteristics of the schools' involvement are deemed by the reporters to be relevant to an assessment of the program's impact. Each forms the basis of a continuum upon which all schools are placed. The placing of schools on a continuum is not intended to be an evaluation of the particular schools in question; rather it is a prerequisite to an evaluation of the entire DEEP program. The uniqueness of the aims of each participating school system does not preclude individual evaluations. The purpose of the continua provided in the first section of this report is to provide the criteria for analysis.

The second portion of this report deals with the schools individually. Six aspects of the individual program are examined in Part II by Mr. Claud Thompson and Mr. James Watson, DEEP evaluators for the Department of Public Instruction, Spring, 1970. These six aspects are: (a) curriculum development process, (b) objectives, (c) summer institute, (d) nature of project, (e) evaluation, (f) incentives to teachers. Thus, this year's report will note only those areas where, in the reporters' judgment, differences existed, progress was made, and factors that had a bearing on the character of the school's program were of sufficient magnitude to warrant mention.

The third part of the report is a summary statement. It is necessarily subjective in part, being based not only upon the concrete data obtained in visits to the schools, but upon the impression gained of the total program by the evaluators in their visits and other contacts with the participants. The first two parts of this report represent an attempt to be reasonably objective in describing and analyzing the DEEP program in Wisconsin. Obviously, complete objectivity is impossible, but if assumptions are explained and the underlying philosophical point of view made explicit, then the description of the evidence can at least be dealt with as openly and objectively as possible given those assumptions. This tends to require that much of importance remains for inclusion in a summary section. These evaluative notions must be left out of the first two sections if they are to be objective and fair. Thus, this final section is the reporters' attempt to say what cannot be proven but is felt to exist. It is a way of saying that in the final analysis Wisconsin DEEP has been a unique situation and if judgment is to be passed, that uniqueness must be considered if the project is to be known as it really is.

Part I

The Broad Impact of DEEP

One way to examine the impact of DEEP in the Wisconsin program is to assess the extent to which classroom teachers became directly involved in the curriculum development process. The assumption is that there will be a greater impact upon learning in the classroom if classroom teachers are directly involved in the curriculum development process. This implies that the further the development of curriculum is removed from the classroom teacher the less pervasive will be its influence. Material product was not a goal of the Wisconsin DEEP program, only a means to the end of instructional improvement through teacher involvement. It has been assumed by DEEP in the state of Wisconsin that if curriculum development was to have meaning and value, each school system must develop its own curriculum to meet its own idiosyncratic needs. The State Department of Public Instruction's role was to serve as facilitator of that curriculum development process. If that is a valid assumption, then it may also be valid to assume that in each classroom the teacher needs to develop curriculum to meet the idiosyncratic needs of that classroom with the school system's administration serving to facilitate curriculum development.

We have identified for the first continuum the following extreme ends: on one end, the individual classroom teacher writing his own curriculum; and on the other, the system's administration designing and prescribing the curriculum (either purchasing materials or having a group of teachers develop material). For example, Winneconne High School typifies the case in which a single classroom teacher developed a course of study to meet the needs of his students. The course, "Industriology," was designed to meet the specific needs of students enrolled in his industrial arts class, most of whom were not going on to college, and need to know the economics of the community. No school system failed to involve teaching faculty in the development process. Milwaukee comes as close as any schools to that end of the continuum, with Mr. Donegan charged with the responsibility to prepare the curriculum materials in cooperation with a small number of teachers used in an advisory capacity.

Continuum #1

Maple 100
Rice Lake 100
Kaukauna 100
Winneconne 100
Manitowoc 80
Neenah 80
New Berlin 75
Brookfield 50
Chippewa Falls 50
Wauwatosa 50
Whitnall 35
Superior 35
Shorewood 35
Madison 20
Milwaukee

100 — 0

Origin of Curricular Materials

Teacher-Developed — Administration-Developed

Explanation of Continuum #1 - Winneconne, Kaukauna, Maple, Neenah High School and Rice Lake are all placed at the left side of the continuum because all of the work on curricular materials is being done by the teaching staff. In Manitowoc, the actual writing was done by teachers, but under the direction of the Cooperative Curriculum Development Center in its summer workshops. In the Neenah Elementary Schools, the work was done by classroom teachers with much direction and assistance of an elementary principal and a curriculum coordinator. The results of that writing are being used in classrooms throughout the system and in that sense represent an administrative developed project. At the high school the work has been done exclusively by members of the social studies staff. New Berlin's project was written by a faculty team led by an elementary school principal who is also the project coordinator. He has since become the curriculum coordinator for the elementary schools of New Berlin. Chippewa Falls High School faculty members have worked on their own materials for their own classrooms. In the elementary school there is considerable direction from the curriculum coordinator's office, though the production of materials is being done with help from a faculty committee. At Wauwatosa the actual materials were developed by two faculty members who attended the summer institute at UWM. This material was given direction by an overall plan for reorganizing the social studies curriculum. There appears to be a mixture of some faculty and administration decision making regarding this reorganization. At Whitnall, Superior, and Shorewood curriculum development is an ongoing process that is centrally directed as to broad objectives or goals. Faculty teams are organized to help in the selection or the production of materials and the process by which materials are produced appears to be infused with much direction from the curriculum coordinator. In Milwaukee, the preparation of the materials was principally the work of Mr. Donegan and other summer workshop participants for use throughout the high school system. Similarly, the work in Madison was largely done by a small number of persons, including the project coordinator, in workshop sessions. In Madison there appears to be greater participation in the writing of curricular materials which are to be integrated into the existing curriculum.

Continuum #2

Madison Brookfield Superior Rice Lake
Shorewood Neenah Elementary
Wauwatosa Whitnall Chippewa Falls New Berlin Kaukauna Milwaukee Maple
Neenah High
Winneconne

Pervasiveness of Program's Impact

Many Students Affected

Few Students Affected

The second continuum deals with pervasiveness of the program's impact - the relative numbers of students affected by DEEP in grades K through 12. The assumption here is that the impact of DEEP, other things being equal, is greater if a large percentage of students are affected than it is if the program is applied with a limited number of students. For example, in Madison and Shorewood, the materials will affect the entire student body, while in Winneconne the effect will be limited to a relatively small number of students enrolled in industrial arts.

Explanation of Continuum #2 - Madison, Shorewood, and Wauwatosa all are involved in K-12 projects with economics appearing to infuse the total sequence. Whitnall is dealing with K-6 grade revision. Chippewa Falls is involved with both grade level and high school revision, though there appears to be selectivity of both grades and classes. Not all grades or classes are involved. Neenah affects grade three and selected classes on the high school level. New Berlin is writing specific materials for selected elementary grades. Kaukauna's program will affect the entire high school program. Superior and Milwaukee affect selected classes in various grade levels. Maple and Winneconne are primarily the projects of one or two teachers and affect their classes only. Rice Lake, with the departure of the DEEP coordinator, does not now appear to be involved. Manitowoc is very difficult to place upon this continuum since its Curriculum Development Center dealt with very many teachers from a wide variety of school systems. The portion of those systems' student bodies reached by the project is not known.

Continuum #3

Shorewood	Brookfield*
New Berlin	Whitnall*
Winneconne	Neenah High*
Manitowoc	Kaukauna*
Neenah Elementary	Rice Lake
Superior	Maple
Madison	Chippewa Falls
Wauwatosa	Milwaukee

Production of Tangible Material

Many Materials — No Materials

The third continuum arranges schools according to their production of units and other curricular materials which are tangible. The term, unit, refers to written teaching or resource units, and those units must have some connection with economics. Tangible evidence of DEEP's impact needs to be the kind that suggests a focus on economics in the product, even though in the actual teaching that focus may be shared with the other disciplines or with some mode of inquiry. The assumption is that for value to be seen there must also be seen a product which is first tangible, and, if not, intangible evidence must be found. The impact of a curriculum project on the classroom can result from a teacher's having gained knowledge, and the next continuum tries to assess that possibility. It is our assumption that consciously developed teaching units represent greater quality and potential for learning than do unwritten ideas or unconsciously assumed objectives.

Therefore this is really a placing of schools at one or the other end of a continuum in answer to the question, did the school have a product ready to give to these reporters for their examination and submission to the Department of Public Instruction. Failure to place a school at the left end of the continuum does not mean that material may not be produced at some time in the future. Many schools were in the process of revising or printing their materials. Those schools have been identified by an asterisk. It should be kept in mind that this year's visits to the schools had to be made in the middle of the school year rather than toward the end of the year as was common previously.

An example of a school which has a consciously developed curriculum is the Whitnall Area Schools. In Chippewa Falls, on the other hand, no tangible units were produced.

Continuum #4

Chippewa Falls						Superior
New Berlin		Brookfield	Wauwatosa	Whitnall	Kaukauna	Madison
Winneconne	Maple		Neenah High	Milwaukee	Manitowoc	Shorewood
Neenah Elementary						

DEEP's Influence in Prompting New Directions, Ideas, or Programs

Great Influence — Little Influenc

The fourth continuum represents the extent to which DEEP prompted new directions, ideas, or programs in the school systems. The nature of DEEP's impact is tied to new focus in curriculum, as opposed to continuing or ongoing focus in curriculum. The assumption here is that where outside resources are infused into a system, the impact is greater if it stimulates new ideas and projects rather than maintaining or upgrading old projects. In schools like Winneconne and Neenah, DEEP had a very direct impact, since new programs were undertaken, while schools like Madison, Shorewood, and Milwaukee expanded existing programs without modification of existing curriculum development processes.

Explanation of Continuum #4 - This continuum is necessarily subjective in part, for new directions and ideas are often found in the intangible areas of teaching procedures, new awarenesses, and enthusiasm for the teaching of economics materials. Also, the prompting of small steps is judged to constitute a greater impact than assisting an ongoing project or program.

In Neenah elementary schools, Winneconne, and Maple, the DEEP program prompted programs and emphases which had considerable impact and which might not have been instituted without the influence of DEEP.

On the other end of the continuum lie Shorewood and Madison. Each of these schools had viable curriculum development processes in operation before their involvement with DEEP. While DEEP undoubtedly added sophistication to the economics phase of their revision process, the product would probably have been quite good without DEEP's involvement. Rice Lake does not appear on this continuum, since with Mr. Davison's departure the system, for all practical purposes, ceased to be involved.

Part II

Individual School Reports

BROOKFIELD

Curriculum Development Process: Brookfield had to revise their plans for a summer curriculum study committee in economics. The situations where pilot studies were to have been conducted were eliminated as a result of the shifting of principals and of personnel to new schools. Brookfield is now planning to reactivate the social studies committee next year and, rather than concentration on economics, the whole social science area will be considered. An informal pilot program has been set up at Fairview North where a number of people are working to develop various parts of concepts in the teaching of social and economic problems. Two people who attended the summer institute at UWM last year have taken an active part in the program. An experimental and control situation has been set up at the senior high school level by two people who also attended the summer institute. In their work in American government and American problems an experimental group has been utilizing material developed last summer, while a control group has been continuing with last year's course of study. Both of the teachers are using the economic test for understanding in their evaluation report which will be available in June, 1970.

Objectives: A major objective of the project is being accomplished through the dissemination of materials. Specifically, in a 9th grade (which is using the career approach), various community personnel are being brought in to speak. In the 12th grade the Kiwanis Club, working with school administration, has conducted a business-type seminar.

In a continuing effort to draw the awareness of the public, Dr. Schur of the University of Milwaukee, has been asked to speak to PTA groups. Dr. Weston, Wisconsin State University-Whitewater, spoke to the PTA group at Fairview North concerning the involvement of the state.

Summer Institute: The people directly involved in the summer institute have contributed greatly to the development of the curriculum materials. The problem of getting various studies back from the committee to the 500 teachers at Brookfield is difficult and the size of the district tends to make the total impact on curriculum seem small.

Nature of the Project: The basic approach to the teaching of social studies continues to be the conceptual approach. While the teaching of economic concepts is stressed at all levels in Brookfield, a concentrated effort is being made at the senior high level where a specialist is teaching a specific field in depth. Specific units have not been completed, however, as continuity of the writing teams has been a problem.

In some cases it has been necessary to go to specialists in certain areas and adopt curriculum from their work. Brookfield is trying to develop a process which will produce a ferment within the faculty to actively involve them in the development of curriculum.

Evaluation: An evaluation of the program by the school will be made as soon as all reports are in.

Summary: The lack of time has kept many interested people from working out new techniques of teaching. With the additional duties as principal, Mr. Netzel no longer has the six hours per week he normally spent on his job as coordinator. He feels that a full time coordinator and attempts to involve more people in concentrated study, as in the NEA Science Programs or the NDEA Summer Economic Programs, may be necessary if DEEP is to be continued.

CHIPPEWA FALLS

Curriculum Development Process: The following comments indicate the direction of curriculum development at Chippewa Falls as well as the continuing nature of the process. Miss Kranzfelder reports that the summer workshop at Wisconsin State University-Eau Claire and consultations with Duane Sackett have been helpful to Chippewa Falls high school teachers in the examination of their curriculum. As a result of this curriculum development, several formal units have been written. They include a unit in home economics, a unit in business education, a unit in specialization and marketing, and several social studies units. (Mr. Johnson has the social studies units and they were not available for examination.)

Mr. Hudson, the teacher of Economics 12, has continued his use of the student attitude questionnaire. It had been suggested that Chippewa Falls write to the Psychological Corporation to see what to do with the compiled data. Miss Kranzfelder reports that two letters were written to the Psychological Corporation but no reply has been received by Chippewa Falls. Mr. Hudson continues to feel that the pre- and post-tests have helped him in his presentations.

Mrs. Lintz, elementary coordinator, has written units of work at the 2nd and 4th grade levels and these have been sent to Wisconsin State University-Eau Claire for examination. Seven elementary teachers participated in the summer workshop at Eau Claire this year, and with the help of Jerry Johnson, work has been done at grade levels K through 6 using the Wisconsin Conceptual Approach. No funds were available for the last two inservice meetings as Chippewa Falls was not aware of the February 3 cut off date.

In their search for textbooks to be used next year, the social studies department is looking for one rich in economic concepts.

Summer Institute: Mr. Anton Miller, who attended the summer institute, left the Chippewa Falls school system and has accepted a job at Sun Prairie. The hoped for contributions he might make have been lost as a result.

Nature of the Project: The utilization of the economic concepts is still the primary emphasis in their search for knowledge. Various writing teams continue to work at the grade school level. The five high school teachers who attended the Eau Claire institute have utilized the information gained to further strengthen their approach to economic concepts.

Evaluation and Summary: The coordinator feels that the DEEP program has revamped their economics course and brought it up to date. Specifically, Mr. Hudson's meeting at Oshkosh has helped to change his concept of teaching economics.

A long range result of the DEEP program has been the development of a conscious awareness of the importance of economics. The coordinator feels the Chippewa Falls teachers now have an entirely different interpretation of what economics is.

In criticism of the project, Miss Kranzfelder feels that the written requirements tended to discourage many people in their involvement in DEEP. No release time was given for the development of teaching units. For example, as coordinator, Miss Kranzfelder has been able to spend only 45 minutes to one hour per week on the DEEP project.

KAUKAUNA

Curriculum Development Process: Revision of the social studies curriculum continues at Kaukauna High School as an ongoing process, with the bulk of the impetus for change coming from the teachers themselves. The revision process was begun before Kaukauna's involvement with DEEP. The thrust of curriculum change continues to be concept and inquiry process oriented. The social studies teachers have adopted the model of the Title III English project to develop teaching units as substitutes for the traditional subject matter courses. Each student will then be able to choose from a fairly wide variety of units, rather than from a list of courses. Most faculty members within the social studies department have become involved in this project, which is seen as a means of allowing faculty members, as well as students, to pursue their diverse interests.

A target date for submission of units to the department was set at March 1, 1970, at which time the department members will attempt to reach agreement upon whether to begin with a four-year program at once, or to begin in 1970-71 with units in grades 9 and 10 only.

Objectives: Meeting the objectives of the project at Kaukauna appear to be proceeding on schedule. The reorganization plan was approved in principle, and the broad outlines of a basic nine-week unit in economics were developed by Mr. Harry Wilson and Mr. Kevin Hansen. The unit was further developed and is being taught on a trial basis during the 1969-70 school year. A number of the units, in addition to the one on basic economics, incorporate economic materials and understandings, an example being "The Effect of the Automobile upon American Culture." Many of the units relate topics and content already in existence to the new organization, when the existing topics are deemed relevant. The target date for a trial of the entire curriculum remains at the beginning of the 1970-71 school year. An ultimate objective is the creation of some 45 to 50 such units.

Another objective of the project is the involvement of as many teachers as possible, and to increase their economic subject matter competency. A course in economics given by Dr. Jules LaRocque was well attended, and teachers have continued to work with him in the preparation of economic teaching materials and plans.

Summer Institute: Harry Wilson and Kevin Hansen attended the six-week summer institute in Milwaukee in 1969, at which time they completed most of the work on the basic economics teaching unit. Mr. Wilson also attended the DEEP-sponsored simulation workshop in Madison in 1969.

Nature of the Project: This remains substantially as it was reported in the 1969 report with individual nine-week units rather than courses, and content immediate to the locality and to broad public issues. The purpose remains the engagement of students in a process of inquiry using concepts from various disciplines as well as selected strategies for dealing with public issues. Owing to a change in personnel and leadership, the basic form of the project was not determined until the beginning of the 1968-69 school year.

Evaluation: No formal evaluation process has been agreed upon to date. At the present time, it is planned to make intuitive judgments of the units' effectiveness, and possibly to employ university consultants to make needed analyses and suggestions.

Incentives to Teachers: "Board credit" was given teachers who attended the course of instruction by DEEP consultant Jules LaRocque, but no other financial incentives were offered. Released time was given for work on the units, not in the usual sense, but in the form of department meetings once or twice each month. During the time allotted, substitute teachers were hired for the participants, who used most of the department meeting time to work on their units. Most of the teachers have availed themselves of this opportunity.

Summary: Although, like most of the projects, the Kaukauna plan of organization addresses itself to all areas in the social studies, it has been quite successful in meeting many of the aims of the DEEP program. The process of curriculum organization, for which the DEEP program served as a catalyst, shows every indication of potential success and further development. The participants agree that the DEEP involvement had much to do with this work, especially the consulting services of Dr. LaRocque. They regret the passing of DEEP, for they feel that the need for resource persons will continue, and even to grow. One participant remarked that the trouble with DEEP is that it came three years too soon.

Major participants in the project agreed that if the opportunity were to arise again, they would be eager to participate in another DEEP program.

MADISON

Curriculum Development Process: The process of curriculum development and the nature of the specific materials being developed at Madison were described in last year's report. Since Madison has an extensive commitment to curriculum development as part of the ongoing mission, changes in the process of curriculum development have been the result of local changes in the structure of the school system. A major change has been budgetary. Funds to carry out the writing and implementation of materials have been cut and this has forced a modification of the goals. In addition, while major system wide goals are being developed, the system has decentralized curriculum by establishing centers based on high school districts and the feeder schools to those high schools. Each district develops its own specific objectives within the broad framework for the system. Inservice programs and curriculum development teams are being established at the various high schools. Mr. Kussow, the social studies coordinator, is working with each of those teams as they are established.

Objectives and Nature of the Project: Relative to DEEP, the objectives set for the current school year appear to be in the process of being met. A specific objective was modified when the person from the high school who was to attend the UWM summer institute was unable to participate and a junior high school person was substituted. Thus the units developed centered at the junior high school level rather than on both the junior and senior high school levels. The objective was to develop learning episodes that would have economics as their primary focus. These could then be related to the overall social studies and history program in grades8 and 9. The units were of an interdisciplinary design with history as the main thrust and with economics as an integral part of the program. The units developed at the institute are in the process of being printed. They have been used on a limited basis and when they are printed, evaluation by school faculty members will take place. At the present time those materials are being used as supplements to the existing guide and the objective set for the coming school year is to integrate them into the course of study. Work is still being done on the instructional theory. At the present time the problem of how to teach and synthesize concepts is being investigated.

Evaluation and Summary: DEEP, according to Mr. Kussow, has provided stimulation for the persons involved with curriculum development at Madison. Lectures by Dr. Schur, printed materials, and several conferences have tended to enrich the thinking going into curriculum development. Mr. Kussow has not utilized the consultants provided by DEEP primarily because Madison did not entier into the project until after it had been started in Wisconsin. Specific ideas for consultant help were not formulated until after the project was ended.

MANITOWOC

Curriculum Development Process: The Cooperative Curriculum Development Center performs a function which is unique among participating agencies in the Wisconsin DEEP program, in that it serves a large number of schools in its CESA area. The services of the agency include the holding of inservice workshops during the school year and four-week sessions during the summer. Teachers are encouraged to attend and to develop materials, utilizing the extensive consulting services provided by the CCDC. Mr. Marlin Tanck coordinates the DEEP phase of the work. The development of economics materials is only a small part of the agency's work, and DEEP resources used consist primarily of consulting services. The curriculum development process is more fully described in an appendix to this report.

Objectives: The primary objective was to increase concern for economic concepts and generalizations in the curriculum in the K-12 sequence, and the secondary objective was to approach the study of economics with activities demanding higher levels of thinking. Mr. Tanck feels that the objectives are being met on schedule. The work began with focus on grades 1-6, and later was expanded to include grades 7-12. Efforts are currently being focused upon the second round of work with grades 1-6. A trend in the curriculum work to date has been relatively less integration of economics materials with other social studies materials, and more attention to units focusing primarily upon economics.

Summer Institutes: The CCDC conducted its own summer institutes, at which teachers received stipends and "board credit." In conducting their own institutes, they did not use the services of DEEP consultants, but contracted for their own. Also, two participants, Mr. Douglas Molzahn and Mr. Charles Spring, attended the institute at Milwaukee in the summer of 1969.

Nature of the Project: This center is not solely or primarily an economics education project. It seeks to promote economics education as one phase of general curriculum development. In pursuing that phase, DEEP resources are utilized.

The center assists public and private schools in Manitowoc, Sheboygan, and Calumet counties in developing their curricula with an emphasis on including more useful knowledge and a greater variety of thinking. Major curriculum development is accomplished through inservice programs for teachers and through four-week summer workshops in which teams of teachers revise curriculum plans. Other curriculum changes are effected by disseminating information on new curricular materials and designs to the schools and by, in some instances, developing materials suited to the particular needs of a school. The center also helps curriculum coordinators and committees set goals and carry out curriculum implementation and evaluation.

Efforts to improve economics education have been included in the several types of center activities. Some examples follow.

1. Manitowoc Public Schools in its early work with the CCDC planned a K-6 conceptual framework which included some economics in all grades but emphasized it in grades 1 and 5. In later efforts, some Manitowoc secondary teachers planned concept oriented courses including economics learnings. Mr. Douglas Molzahn and Mr. Larry Cutlan developed a 7th grade study of non-western underdeveloped areas including a good deal of economics. Mr. Molzahn added to the economics activities in the course at the 1969 EPDA institute in economics held at the UWM. Some of the course activities on development, factors of production, and comparative advantage are in Appendix A.

2. Mr. Dennis Niebuhr of Manitowoc High School during the 1968-69 school year, developed a simulation game to teach about the 1929 stock market crash. In the 1969 CCDC summer workshop he planned a two-week unit on the causes of the Great Depression which incorporates the game. Learning in the unit centers on the multiple causes and multiple effects of complex events.

3. A team of Sisters from Green Bay Diocese schools developed an 8th grade world geography course during the 1968 and 1969 CCDC summer workshops. Their plan includes units on world trade, conservation, and underdevelopment, all of which emphasize economic concepts and generalizations.

4. Brother Andrew of Roncalli High School in Manitowoc during the 1969 CCDC summer workshop began development of a senior two-semester elective economics course suited to modular scheduling with one large group and two small group sessions per week. The course provides for a good deal of independent study to satisfy performance criteria listed for each unit. A set of performance criteria for small group discussion leaders, participants, and recorders and an adaptation of the elementary school economics program game of Market were worked out for the course. DEEP bibliographies and readings were used to help plan the course. Five of eleven units for the course have been completed by Brother Andrew, who is continuing work on the other units.

5. Teams of Sheboygan Public School teachers worked during the CCDC summer workshops on a K-12 social studies program including economics concepts. In 9th grade area studies, for example, comparative advantage is emphasized in a study of the Middle East. In 10th grade world history the evolution of economic organization and technology is woven into the conceptual pattern of the course. In 11th grade U.S. history one of four topical units is "Economic History of the U.S. Since 1865."

6. In Two Rivers Public Schools a curriculum committee developed a K-12 concept framework including major economics ideas with the help of the CCDC. In subsequent workshops and inservice programs plans for implementing the framework were developed. Mr. Charles Spring of Washington High School in Two Rivers continued work on a semester 12th grade course in economics at the 1969 UWM EPDA institute in economics.

7. Representatives of Cedar Grove, Elkhart Lake, Oostburg, and Sheboygan Falls schools under the leadership of Miss Doris Phipps worked in CCDC workshops and inservice programs on a concept framework that includes economic ideas.

8. In four inservice meetings with New Holstein elementary teachers during the 1969-70 school year the CCDC social studies consultant reviewed curriculum project materials the system might consider for adoption. The Senesh Our Working World and the Rader Elementary School Economics Program were included. The Rader game of Market was tried in a sixth grade classroom.

Some Conclusions:

1. Significant progress in economics education is evident in the CCDC area. Although no formal assessment of teacher or student performance has been attempted, the number of course bulletins and curricular sequences in which economics learnings have been integrated is large. More than 200 teachers in the three-county area are using plans developed with the help of the center which incorporate economics ideas.

2. Improvement of economics education must be a continuing endeavor. None of the schools working with the CCDC have completed plans for the integration of economic learnings at all grade levels. When all plans are initiated, curriculum implementation, evaluation, and improvement must, of course, be carried on to maintain and augment the quality of economics education.

3. The DEEP model for curriculum innovation by school systems with the aid of DEEP plans, consultants, and materials is useful. The model provides for both the mobilization of local resources and the expertise of professional economists and educators needed to effect sound economics education. Neither DEEP dissemination of materials without the organization of local effort nor efforts in local curriculum development without the services provided by organizations like the Economics Education Centers or the CCDC would be as effective as the combination of local effort and of national and regional services involved in the DEEP model.

4. The most readily used DEEP materials are those like the Pittsburgh readings in economics education which provide both student materials and teacher plans.

Evaluation: No formal evaluation method has been devised. The Test of Economic Understanding was given to teachers in one of the summer workshops, but no post-test was given. Basically, four kinds of evaluation were done in an informal manner:

1. Quality index as a measurement of curriculum bulletins (the Eye-Netzer model);
2. Hired consultants, e.g., Michaelis, to evaluate plans;
3. Teacher feedback; and
4. Assessment of pupil competency. This is being done to a limited extent in Manitowoc and Two Rivers schools.

Summary: This project touched the largest number of teachers and school systems of any other in the state DEEP program, and experienced a wide variety of results. In some cases, teachers have produced materials of high quality from the standpoints of teachability and fidelity to economic scholarship. A consistent problem has been that the project had relative success with persons with whom it had sustained contact through summer work, but not with entire school systems. It has been difficult to obtain released time for teachers for inservice work and for development of materials.

The CCDC, because of non-renewal of federal and other funding, will go out of existence in 1970, along with the DEEP program. Thus, much of the work with economics will have to be abandoned before it is completed. Regarding ways in which the DEEP project could be improved if it were to be continued, Mr. Tanck feels that:

1. Resources could be used better. A more concentrated effort could be made to urge the use of consultants and other resources.
2. More materials should be disseminated to participating groups. This would include materials already published as well as materials produced by participating groups.
3. There should be more organization and activation of local coordinators.

MAPLE

Curriculum Development Process: The project at Maple, springing from Mr. George Conley's investigation of economics instruction, is quite loosely structured, its thrust being the encouragement of as many teachers as possible to incorporate economics concepts and generalizations into their social studies objectives. This has been encouraged by an extensive collection of economic education literature placed in the faculty lounges at both elementary and secondary levels. An inservice meeting was also conducted by Dr. Behr of the Center for Economic Education at Wisconsin State University-Superior. Conducted by grade levels during an entire inservice day, the workshop introduced the teachers to extensive amounts of new materials, some of which were purchased by the school district. One of these materials, The Teaching Guide to Economics, issued by the Oregon Board of Education in 1968 and involving instruction at grades 1-5 and 8, has been put into wide use in the district.

The administration and staff tend to favor the identification of economic education objectives within the context of the Wisconsin Conceptual Framework. The lack of a clear-cut identifiable process for curriculum revision, in addition to and perhaps related to Mr. Conley's and Mr. Simpson's lack of released time to work on economic materials, has limited the contribution of the Maple project to the building of an interest and awareness of economic education problems and methods among the staff members. No materials or course outlines have been developed specifically as part of this project.

Objectives: The objectives were and continue to be the collection and dissemination of a variety of materials and techniques, and the identification of teaching which deals with economic understandings. It is also planned to find ways in which the recommendations in Mr. Conley's master's degree paper can be implemented in the Maple school system. The holding of an economics inservice workshop, which was listed as an objective in the 1969 report, was accomplished successfully.

Summer Institute: Mr. Wally Simpson attended the six-week summer institute at the UWM in 1969 during which he worked on teaching materials. He also attended the simulation workshop held in Madison in 1969, and he and Mr. Conley attended the DEEP regional conference in Milwaukee.

Nature of the Project: Some specific efforts include the integration of economics concepts into a cottage-building project of the industrial arts department, a project which has been continuing for several years. Each year the class builds and equips a full-size cottage, which is sold to the highest bidder. The home economics classes help with furnishings and decorations. Efforts have been made to include social studies and bookkeeping classes in the business management of the project, but the degree of cooperative work in this has been less than originally hoped for. The bookkeeping classes regularly keep records and manage purchases for two vending machines in the school cafeteria. Mr. Conley has made extensive plans for integrating economic understandings with U.S. history, and filed them with Mr. Hartoonian in Madison. There are no course or unit outlines developed specifically for economic education as seen by the DEEP program.

Evaluation: No formal plans have been determined to date.

Incentives to Teachers: A difficulty in the implementation of the program is that there have been no incentives to teachers except released time to attend DEEP functions.

Summary: It is evident from a visit to Maple that the most obvious and significant effect of DEEP involvement has been to bring to the teachers an increased awareness both of the need for increased attention to economic understandings and the techniques and materials by which this can be accomplished. Participants feel that more workshops, involving both educators and economists and carrying "board credit", would be greatly beneficial to the district's success with economic education. Also identified as a need by all participants was released time for working on materials. Participants agreed that they would wish to continue if DEEP were to be extended. Those who attended agreed that the summer institute and the meetings at Milwaukee, Madison, and Minneapolis were very helpful.

MILWAUKEE

Curriculum Development Process: Robert Donegan has continued his work in the development of a practical economics course. Using as many community organizations and sources as possible, Mr. Donegan has collected data which has been divided into three general areas (student materials, teacher materials, and a media kit).

Although the student section of the material nears completion, it is felt that lack of time has prevented the depth of the study originally hoped for. Mr. Donegan, as a full time staff member, has numerous other duties as well. Also, there has been a lack of clerical personnel which has slowed down the writing and organization of materials.

Nature of the Project: In the development of the practical economics course the book, Consumers and Their Dollars has been most useful.

The summer writing team did not write the 12th grade material in practical economics as had been expected. Mr. Donegan feels that a lack of understanding of economic concepts may have contributed to the failure of three of the teachers who were part of the writing team that attended the summer institute to meet the objectives.

Mr. Donegan praised the help of Jerry Weston and others and he felt that such contact and his attendance at the summer institute were beneficial to him. He felt the teachers who attended the institute with him became quite enthused and that has had an impact in improved classroom teaching.

Mr. Donegan feels that his attempt to prepare 15 units of work at one time was too much. Instead of working toward a "package deal", each unit should have been completed before the next one was started. Perhaps enlisting help from individual teachers in trying these newly developed units as they were prepared would have been the best way to initiate a new course of study.

Evaluation: DEEP has provided Mr. Donegan with an additional exposure to economic materials. Frequent visits and phone calls from DEEP consultants have helped to strengthen his realization of the need for improvement of consumer economics.

Summary: Mr. Donegan indicates that a number of schools in Milwaukee have shown an interest in the program and will try field tests. The Education Research and Program Assessment Division of the Milwaukee Public Schools will set up evaluation instruments following these field tests. Individual teachers will use a daily log to assess the program. It is hoped that more teachers will use the available materials in their presentation of personal or practical units of study.

NEENAH - SPRING ROAD SCHOOL

Curriculum Development Process: The impetus for curricular change continues to come from the efforts of several teachers and Mr. Loren Graunke at Spring Road School. It has expanded to include some work at Clayton School, of which Mr. Graunke is also principal. The preparation of units emphasizing economic aspects of social studies is part of a larger curriculum revision program, which ultimately is expected to provide suggested teaching units for teachers in the entire Neenah system.

Objectives: It was decided to put a concentrated effort on the 3rd grade social studies curriculum in an effort to promote a more thorough understanding of economic concepts. The social studies units on pioneers and Indians were chosen as the vehicles for developing economics concepts. The project was set up for a three-year period, and was organized in three phases: (1) inservice, (2) curriculum development; and (3) classroom use of the materials and an evaluation of their effectiveness.

The first phase was devoted to inservice education for teachers in 1967-68. The most concentrated inservice program was developed for the 3rd grade teachers at Spring Road School who had been chosen to develop the curriculum materials. Through the services of a consultant from Wisconsin State University-Oshkosh, these teachers were guided through a refresher course in economics. Twenty-seven other teachers attended an inservice institute organized around films from the American Economy Series. Although the inservice phase received primary emphasis during the first year, it continued throughout the project.

A second phase of the program involved the writing of curriculum materials. A unit, "The Economic Aspects of Pioneer and Indian Life," was developed by a writing team during the summer of 1968. This team consisted of three 3rd grade teachers and the principal. The unit was built around basic economic concepts. A revision of the unit was planned after its initial use in the 1968-69 school year.

The third phase of the program involved classroom use of the unit and an evaluation of its effectiveness in teaching economic concepts. The unit was used in the Spring Road School in 1968-69 and revised for use in 1969-70. An elementary economics test developed at Purdue University was used for evaluation, both as a pre- and post-test. The unit was again revised and is now ready for use in other classrooms in the 1970-71 school year.

Summer Institute: Mr. Graunke attended the summer institute in Milwaukee in 1969. Both he and Mr. Dunwiddie of Neenah High School attended the DEEP regional conference in Milwaukee.

Nature of the Project: (Described in section under Objectives.)

Evaluation: The Neenah group spent considerable time wrestling with the problem of evaluation, especially the attainment of pupil learnings. As a result of a consultation with Claud Thompson of Wisconsin State University-Oshkosh in 1968, the group produced an economic literacy test of its own, designed for 3rd grade students. Experience with the test, however, proved that it tested reading more than knowledge. The test which was finally given was a combination - questions from the Purdue University test and five questions made by the Neenah project group.

Incentives to Teachers: Most of the work done on this project was completed on the participants' own time. Two teachers and Mr. Graunke were paid for a summer writing project in 1968, and "board credit" was given for attendance at the economics inservice institute presented by Mr. Braxton Patterson during the 1967-68 school year.

Summary: The project leaders view their participation as a most rewarding experience for themselves and their school programs. The quality of the materials and reports, and the cooperation extended to DEEP consultants suggest that this project is among the very most carefully organized and systematically implemented projects in the Wisconsin DEEP program.

The leaders tend to view the regional meetings as especially helpful in sustaining interest of participants, and the usefulness of the consultants quite great. They found the economics subject matter consulting services of Dr. LaRocque most helpful. They have hopes that additional programs such as DEEP can be instituted, and that they will be able to participate. They expressed a strong hope that materials in other DEEP projects will be made available and disseminated widely.

NEENAH - HIGH SCHOOL

Coordinated by William Dunwiddie, the project at the high school consists primarily of the production of course materials for the development of economics concepts through the use of historical material. Mr. Loras Kotinek and Mr. Tom Jensen attended the summer institute in Milwaukee in 1969 during which time they developed a sequence of economic concepts and appropriate historical topics for their development. The materials, which incorporate a discovery approach, are being used on a trial basis during the 1969-70 school year. Both Messrs. Kotinek and Jensen have as their personal aims the development of their own economic knowledge.

No formal plans for evaluation have been made.

NEW BERLIN

Curriculum Development Process: The curriculum writing committee formed when New Berlin joined the DEEP project has completed its assigned task.

The concept of specialization (in the 4th grade) has been added to by Mrs. Borst, who attended the UWM summer institute. Her material contains actual teaching materials which will be used by all of the 4th grade teachers.

Mimeographed copies of the Concept of Specialization were submitted to all teachers last year and their feedback comments were generally favorable. The few suggestions for improvement have been incorporated into the new printing.

New Berlin has a new superintendent and his approval is needed in order to carry on the curriculum work begun with the DEEP program. To date, no new writing committees have been formed to expand the number of concepts. It is hoped that the original committee can do some additional writing.

Objectives: One of the objectives at New Berlin in the curriculum development process was to encourage the creation of voluntary writing committees. A negotiating committee is presently attempting to obtain pay for curriculum committees to work during the summer. Mr. Jerry Tuchalski, the DEEP coordinator, has indicated that real benefit has resulted from having writing committees understand what conceptual teaching is and then having those committees act as catalysts for curriculum development in the district by sharing their ideas with other teachers at faculty meetings.

The objective of using a simulation game technique in the 7th grade has not moved forward as planned, as the man in charge of the project became involved in team teaching in a new pilot program.

Nature of the Project: The development of a materials center in each school has been accomplished as planned. The libraries are now becoming Instructional Materials Centers, and the collection centers are mounting pictures and collecting picture files. These will include material on economics.

The development of units dealing with economic concepts is considered to be an addenda to the existing curriculum. The goal was to develop concepts on one grade level that could be expanded to additional grade levels and then to develop other concepts in the same manner.

Evaluation and Summary: Mr. Tuchalski feels that the initial program gave teachers a good general knowledge of economics.

However, there didn't seem to be enough followup consultation after the original inservice course was taught.

He feels that on the local level it would have been better to try to do something in all levels of a K-12 program, and not just grades 4 and 7.

RICE LAKE

Curriculum Development Process: The difficulties described in the 1969 DEEP report relative to the implementation of curriculum development, have not resolved themselves; in fact they have become intensified with the resignation of Mr. Glen Davison at the end of the 1969 school year. The responsibility for curriculum development remains with the teachers who work on their own time. Professors Jerry Johnson and Duane Sackett have offered consultant services, and provided materials including audio-visuals, course outlines, and other teaching aids. Some curriculum revision occurred in agriculture and agricultural marketing classes as a result of the materials furnished. Three social studies teachers, who are using Fenton's Comparative Economic Systems, met with Messrs. Sackett and Johnson in a consultant relationship. Mr. Swanson, the coordinator, reports that elementary teachers are making quite heavy use of the materials supplied by the consultants.

Objectives: The aim of developing a 12th grade economics program has not been met; the teacher having chosen not to participate in the program. Generally, objectives stated in the 1969 report have failed of attainment, owing primarily to the change in personnel and lack of released time or other opportunity for staff to work on them.

Summer Institute: One teacher attended the summer institute in Milwaukee, and three elementary teachers attended the three-week institute at Eau Claire in 1969. The teachers reported that they gained in economic knowledge and enthusiasm, and that they found Mr. Johnson's teaching especially helpful.

Nature of the Project: For practical purposes, the program has been discontinued at Rice Lake. At the elementary level, some interest has been generated by the bringing in of materials produced at the Milwaukee institute, although there is no clear plan for followup.

Summary: The lack of released time for Mr. Davison, and his subsequent resignation, seem to have prevented implementation of the program at Rice Lake. Personnel at Rice Lake report that consulting services were very good, although not used very extensively. Perhaps the greatest problem, besides the change in personnel, has been the heavy teaching loads and lack of released time for local teachers to work on materials.

SHOREWOOD

Curriculum Development Process: For the most part Shorewood has continued to follow the plan for curriculum development described in last year's report. During the first year of the project the overall objectives were developed, scope and sequence problems were identified, and a frame of reference was made explicit. It was recognized that during a school year teachers would be unable to devote the needed time for actual curriculum writing and thus it was determined that the summer of 1969 would be devoted to that part of the process. Four teachers were selected to participate in the UWM summer institute and their efforts were made part of the total project. Teachers representing most of the grades were involved in the writing and by the end of the summer the objectives of material development were met. The persons who participated in the UWM institute, with help from DEEP consultants, developed an inservice program for the 1969-70 school year which was to be conducted concurrent with the trial of the materials developed during the summer session. At the present time the trial use of materials is still going on. Evaluation in the form of feedback from teachers has begun and will continue with the results of that feedback being utilized in the refinement of the materials for the 1970-71 school year.

Nature of the Project: The nature of the program has remained consistent with the intentions as reported last year. The early grades will focus on economic concepts developed in an inductive manner; grades 6-9 will begin to examine economic phenomena using the total structure of the discipline; grades 10-12 will focus on the examination of content issues using concepts from several of the social sciences.

Summer Institute: The four teachers who participated in the summer institute have become gatekeepers in the curriculum development process. Their enthusiasm has accelerated the interest in the faculty for curriculum development. Mr. Harrington reports that they were most satisfied with the knowledge gained at the institute and that the units developed by them have been incorporated into the overall program. During the current school year they have conducted a series of ten inservice sessions dealing with economic content and its instruction. Their interest has attracted about a third of the staff to participate in this series of sessions.

Evaluation: While the trial of the materials is still being conducted, Mr. Harrington has begun to sample faculty opinion about them. Meeting with groups of teachers on a grade level basis he has found that most of the teachers have reported that the materials have been of value. This has been especially true of teachers new to the system. Many teachers have found the materials to be of benefit in identifying content sequence. Those teachers who have reported only limited use of the materials have indicated that they have used them to supplement their existing course.

Summary: The curriculum development process in the social studies at Shorewood appears to be the direct result of Mr. Harrington's interest and dedication. DEEP has added a dimension to that process that appears to be important, though subtle. The summer institute appears to have prompted considerable interest which has been spread by the participants as witnessed by the inservice project this year. Dr. Weston has added a kind of inspiration through his advice, and in particular, his actual teaching of a number of demonstration classes at Shorewood. Harrington indicates only one concern with DEEP's involvement. He feels that consultant help in close scrutiny and analysis of the school's developing curriculum and instructional materials should have been provided, if funds had been available.

SUPERIOR

Curriculum Development Process: The curriculum development process remains centered in 40 curriculum committees, including all teachers in the system with each teacher being given the opportunity to choose his area. Influence leaders are encouraged to innovate, with the hope that others will be encouraged to try the ideas they have developed. Most work is still done at 4:00 meetings, and released time and financial incentives remain as goals rather than reality. A very few inservice days are provided for the curriculum revision work.

Objectives: The SRA materials by Senesh are still being used in selected elementary classrooms, but this has not been expanded for 1969-70 as originally planned. The 10th grade course in world problems, which was to be tried in 1969-70 is going very well. Gene Hoff is currently being given one period of released time daily in order to develop and simultaneously teach an 11th grade course which incorporates economic concepts and generalizations. He reports excellent progress to date. He is still working on the course in urban affairs, which is scheduled to be introduced in the 1970-71 school year. This course will focus quite heavily upon economics and be organized primarily around problems peculiar to the Superior area. Discussion of this course began with the beginning of Superior's involvement in DEEP in 1967. An aim of such an approach is to foster an awareness of the urban problems confronting Superior, with the hope that students will better be able to assume positions of political and economic leadership in the future in order to solve some of the city's problems.

Summer Institute: No persons from Superior were able to attend.

Nature of the Project: The Wisconsin Conceptual Framework continues to be the main basis of organization of economics materials in all materials thus far developed except in grades 11 and 12. These programs remain in the development phase, but it is anticipated that they will stress both generalizations and problem solving.

Evaluation: No formal plans have been made. Teachers' opinions continue to be the principal method.

Summary: The staff associated with the project at Superior remains an enthusiastic and dedicated one, though hampered by lack of funds and facilities. They have made very little use of the consulting services offered at Wisconsin State University-Superior, although Dr. Nash has met with them on occasion. The work with the urban affairs course appears to hold great promise as a means of materially affecting the community at large.

Staff members who commented upon the work of the central DEEP program suggested that it would be more effective if there were more emphasis upon workshops and consultants. Consultants in the areas of education and economics should work together instead of separately. All expressed regrets that the DEEP program will end its formal existence, but they plan to continue with the work which has been begun. All agreed that money spent on workshops was more advantageously used than that spent on the regional meetings.

WAUWATOSA

Curriculum Development Process: The curriculum revision process, as reported last year, is being continued. The primary concern at Wauwatosa was to develop the elementary school curriculum first and then build on that. It was felt that this would be an appropriate way to provide the proper scope and sequence at each grade level. Writing teams, first on the elementary level, and now moving into the secondary level, have been working on curriculum revision.

Nature of the Project: The elementary curriculum's broad framework has been developed and at the present time the faculty in the elementary schools are writing units to integrate into that framework. The inservice program was conducted by Dr. Weston with the emphasis placed on economic knowledge. It was a 12-hour series of meetings for which the teachers who attended received school board credit. The reaction to the inservice sessions has been positive according to Miss McCauley, the DEEP coordinator. The teachers who attended the UWM summer institute developed a semester course of study on economics to be used at the 8th grade level. It is intended to develop similar courses of study for the other social science disciplines for the 8th grade level in order to develop conceptual understandings that can be used in the 9th and 10th grade U.S. history course to analyze content and issues. The course of study has been used at the 8th grade level and tested using selected questions from the test of economic understanding. Results from both that test and from opinionnaires given to students in the test class indicate significant increase in knowledge and above average interest.

The general nature of the curricular sequence in the high school is to be a progression from conceptual understanding to use of concepts to analyze issues in history as well as on the current scene. The final two years of the high school curriculum consist of a series of elective courses, one of which will be devoted to a more intensive examination of economics.

Evaluation and Summary: Miss McCauley feels that it would have been most useful if DEEP could have provided specialist help on both curriculum and instruction to work more closely with the writing teams. It would have been useful if university consultants could have been involved in the ongoing process of the writing teams. Since the secondary school curriculum is still in the process of development, consultant help beyond this year would have been most helpful. DEEP's value is seen in the inservice program, the summer institute, and the materials that have been made available. Miss McCauley feels that all of the elementary school teachers have been directly influenced by DEEP while on the secondary level the 30 teachers who took part in the inservice program plus the participants at the summer institute benefited greatly from their experiences.

WHITNALL

Curriculum Development Process: In terms of the curriculum development process, the objectives of the program, the general nature of the program, and the means of evaluation, Whitnall is maintaining what was reported last year. Whitnall's interest in developing the curriculum existed prior to DEEP and DEEP has not changed the structure of that process or concern.

Objectives: Whitnall has met all of the objectives set for this year as reported last year. The 6th grade social studies course of study has been written and tried in the classrooms. The teacher feedback from that trial has been received and the final revision and inclusion of that revised course of study into the curriculum is in process.

Evaluation and Summary: The need expressed last year for consultant help in objective evaluation of curricular material has not been met and Mrs. Leary, the Whitnall DEEP coordinator, feels that this is the one major problem of the project. Whitnall hopes to develop objective means for evaluation during the next school year. At the present time evaluation is based on feedback from teachers and is considered to be of a subjective nature. That feedback has been quite positive Mrs. Leary reports. The two elementary school teachers who attended the UWM summer institute appear to have gained considerable knowledge that has been of value and each of them has shown the positive effects of increased economic knowledge in their classrooms as well as in the help they have given to other teachers in the system.

Mrs. Leary feels that more help from persons who are specialists in the disciplines and the theory of instruction could be used. She feels it would be most useful if such persons would visit classrooms and consult with a wider range of persons at the schools to help in the process of improving instruction. She feels that DEEP has been most useful in adding sophistication to the economics content of Whitnall's curriculum materials. DEEP, in particular the UWM center, has added a dimension of support to the curriculum as it has developed which Mrs. Leary feels has been most useful.

WINNECONNE

Curriculum Development Process: The course in "Industriology," prepared and taught by Mr. Tobe Emerson, continues to be the primary component of the DEEP program in Winneconne. The work on the course is his own, aided by extensive consultation service provided by Dr. Glenn Kinzie of Wisconsin State University-Oshkosh. The administration has continued to give encouragement to Mr. Emerson, although released time and other inducements have not been possible. Other teachers have not been drawn into the program, although some interest in the extension of economics materials in American history has been shown by the instructor in that course.

Objectives: The objective is to produce a course incorporating economic concepts and generalizations into an industrial arts class, to test the materials and revise them when necessary, and to retest them in following years. This phase of the objective has been met on schedule. The Test of Economic Understanding has been given both as a pre-test and a post-test, to evaluate progress.

Summer Institute: Mr. Emerson's plans to write up the course of study during the summer of 1969 with consultation help from Wisconsin State University-Oshkosh and financial help from the school district did not materialize. The writing was completed on his own time, however, and the course of study may be obtained by contacting Mr. Emerson.

Evaluation: This has been a continuous process, carried out quite systematically. In addition to pre- and post-tests of the Test of Economic Understanding, evaluation has regularly involved university consultants (Glenn Kinzie, Claud Thompson, and Lou Rittschof) and personnel from the Department of Public Instruction.

Summary: Despite the failure to provide Mr. Emerson with assistance in writing during the summer of 1969, through much dedication and hard work on his own time, he has produced a course of study involving units on wood, metals, drafting, and graphic arts which incorporate in a unique way a series of economic understandings. After careful testing in his classroom, the materials are well worth distributing to other schools. The students respond very favorably to the course, and when it was presented graphically in a booth at the convention of the Wisconsin Association of School Boards in Milwaukee on January 22, many inquiries followed.

Mr. Emerson, who has devoted an extraordinary amount of time and attention to the project, suggests a number of things which might be done differently if the DEEP project were to be extended or repeated. First, he stressed the need for more released time to work on curriculum. Having attended the DEEP meetings in Minneapolis, Milwaukee, Oshkosh, and Madison, he noted the need to spend more time on specific materials to teach and ways in which to do it. For this he would support an even larger number of conferences. He noted that the consultant services of Dr. Kinzie were outstanding, but that the economics consultant, Dr. Patterson, seldom participated. He was disappointed that little material from the institutes was ever distributed, despite a distinct impression that institute materials were to be widely distributed. He hopes that when all DEEP reports are in, the good materials will be widely distributed.

Part III

Summary

The idea of decentralization appears to be philosophically sound in these reporters' judgment. The concept of decentralization in Wisconsin DEEP has three attributes: there was no centralized writing team for the State of Wisconsin; each school determined its own curricular needs; and consultant help was allocated on the basis of each schools' perceived needs. Curriculum development should involve teachers.

This is based on the assumption that the teacher's decisions in the teaching-learning situation may be facilitated when he has been involved directly in curricular inquiry.

At several DEEP schools the faculty has been deeply involved in the curriculum development process. However, DEEP does not appear to have had as consistent and pervasive an impact on the instructional process as it could have had. Consultant help was provided but in many cases it did not appear to be utilized as well as it could have been. To a very large extent consultant help appeared to have been directed toward the content-knowledge portion of the process of education with instructional implementation taking a back seat. It is these reporters' judgment that while a well thought out theoretical framework is essential if learning is to be facilitated,such framework does not by itself assure results.

It has not been possible for an evaluation to be made of the effects of the total curriculum development process as that process might be seen in the classroom. That being the case, this report, of necessity, has been limited to searching for external clues that might be related to assumed effects in the classroom. Therefore our judgment concerning the effects of the project upon actual classroom practice is highly subjective.

There is some question as to the effect that DEEP has had on the development of well thought out curricular theories in the schools. In most cases it appears as if DEEP's impact on theory building has been a near-wholesale purchase of concept development by the discovery mode. Little attention has been given to inquiry, public issues, or the process of valuing. Despite the intent of decentralization, the individual projects tended to be influenced by the Wisconsin Conceptual Framework and the emphasis upon positive economics in DEEP-sponsored workshops and summer institutes. Perhaps, with the state's new publication, Knowledge, Processes and Values in the New Social Studies, we can expect emphasis in other areas. If we assume that other curricular theories have merit, then it would appear that one result of decentralization would have been the development of a greater variety of curricular theories.

It is our conclusion that the uniformity of curricular theory among the schools was increased substantially by the DEEP leadership directed toward facilitating the process of inquiry into curricular theory by the consultants. Since the Conceptual Framework was more visible and readily available, when the schools encountered problems in the inquiry process, they turned to it.

It is also possible that a number of participating schools were not clearly committed to the support of curriculum development. In some cases the resources and administrative support needed for meaningful involvement were not provided.

There is need to work more closely in a genuine inquiry mode if schools are to be able to continue where national projects leave off. If original impetus dies when projects end, what, except a transitory specific product, is the value of the national project? The promise of more lasting effects of the project appears to be strongest in the schools which have been encouraged to develop the machinery for inquiry into curriculum development. A few schools appear to have developed more sophisticated, ongoing curriculum development processes. A number of teachers in the DEEP schools appear to have developed a greater interest in examining and revising curriculum. In many cases it has been reported to us that these persons have begun to facilitate curricular inquiry among the faculty members. If followup studies were to be made in succeeding years, it might be discovered that a curriculum development process has become a deliberate, ongoing reality.

All schools report a greater awareness of the function of economics in the social studies curriculum.

Final Report (Part II)

EPDA Institute for Advanced Study in Economics

At: University of Wisconsin-Milwaukee

Dates: June 23, 1969 to August 1, 1969

Institute Director: Leon M. Schur

Introduction:

Although the 1969 EPDA Institute for Advanced Study in Economics differed significantly from the more traditional NDEA Institutes held at the University of Wisconsin--Milwaukee in previous years, the staff judged it to be very successful in achieving its objectives. The significant differences were as follows: (1) This year the participants were selected only from DEEP (Developmental Economic Education Program) schools in the state of Wisconsin, and were chosen because they would be introducing economic concepts into their schools' programs, either as additions to or improvements in the social studies offerings or through regular economics segments of six weeks' duration or longer. (2) The summer Institute this time represented the central portion of a program that began early in the spring with visitations to Wisconsin DEEP schools by education and economics consultants selected from several universities in the state (University of Wisconsin--Milwaukee, Wisconsin State University--Whitewater, Wisconsin State University--Oshkosh, Wisconsin State University--Eau Claire, and Lawrence College), and carried through to consultations, in-service programs and workshops throughout the fall and early winter at those same DEEP schools. (3) A considerable amount of flexibility was introduced into the summer institute portion of the program in order to better accommodate to the various economics backgrounds of the participants and the needs of the different school systems represented. (4) A major objective of the Institute was the development of materials which could be used to introduce economics within a conceptual framework in the participating school systems. This had the advantage of bringing people together in groups that have a good chance of persisting past the time of the EPDA program. However, in cases where a system was represented by only one participant, some valuable interactions were probably lost; this point will be expanded below. (5) An independent appraisal of the program was made for the first time by the Psychological Corporation, New York.

In the judgement of the staff this year-long plan of consultations, the summer institute, and more consultations was highly successful, and is likely to have much greater lasting effects than an isolated and independent summer institute.

This report in the "evaluation" section will follow the suggested list of topics set forth on pp. 28-29 of the Institute Programs for Advanced Study, 1968-69: A Handbook for Directors and in the "conclusion" section will delineate the summary conclusions, including the major strengths and weaknesses of the 1969 Institute.

EVALUATION

(1) Relations with the USOE in all program and fiscal matters--Relations with the USOE were excellent. In view of the many regulations with which compliance must be enforced, these relations were much smoother than expected.

(2) Relations with your own administration--The administration cooperated fully in all administrative and financial aspects of the Institute and helped us to carry out our objectives within the regulations of the University and the USOE.

(3) Directors meeting in Washington, D.C.--The Director of the overall grant, Robert C. VanRaalte, Assistant Superintendent of the State of Wisconsin, Department of Public Instruction, attended the directors meeting. He had not previously attended such a meeting and found the experience informative and useful.

(4) Pre-institute preparation: publicity and selection criteria--Since the participants in the Institute were chosen from a limited number of participating D.E.E.P. schools, publicity for the Institute could be limited to notification of the coordinators in each school system. The economists and educators who had been consulting with the school systems in the semester preceding the Institute were able in cooperation with the coordinators to choose participants who were playing a leadership role in the introduction of economics in the classrooms of their system. The major problem in this area was that too few teachers applied from the smaller school systems. This meant that only one participant attended from a few of the participating D.E.E.P. schools and the advantages of cooperative effort covering several grades were reduced for these systems.

(6) Physical facilities--The University of Wisconsin--Milwaukee is still largely a commuter university; although a large dormitory is in the process of construction, its existing dormitory facilities are limited and old. Therefore, it was feared that participants in the Institute might find them unsatisfactory. However, the participants in the Institute who stayed at the dorms found them very satisfactory. There were no major complaints and several of the participants were pleased by the maid services which were furnished and which are not usually found at university dormitories.

As a result of an unusually large Summer Session enrollment, the Institute could not be allocated an air-conditioned room for the morning sessions and a few participants mentioned this unfavorably on the evaluation questionnaire. Several other participants mentioned that only relatively cool weather kept the lack of air conditioning from being more of a problem. On the few relatively hot mornings of the Institute, air-conditioned rooms were fortunately available on a period-to-period basis. In general, the participants appreciated the library, which is open on a 24 hour basis, and the air-conditioned facilities of the Center for Economic Education.

(7) Field trips--Based on previous experience, the staff of the Institute felt that the customary field trips to industry contribute minimally to the economic understanding of participants and are principally a recreational break from classroom routine. Accordingly, the only field trip was a yacht trip around the Port of Milwaukee. Participants enjoyed it from a recreational point of view and an attempt was made to use it as a semi-educational experience. Some participants suggested a bus trip to Chicago to visit the Board of Trade, the Federal Reserve Bank of Chicago, etc.; but other recreational events were substituted for the trip and the suggestion was forgotten.

(8) Participant communication with director and staff during Institute--On the first morning of the Institute, the Director chose the first five people on an alphabetical listing of participants to serve as a policy or "gripe" committee. The committee

elected a chairman and participants were told that any suggestions or complaints, major or minor, which they did not wish to bring to the attention of a member of the staff could be communicated to the members of the Policy Committee. In the first few weeks of the Institute, the Chairman of the Policy Committee brought several suggestions to the Director and it was an effective vehicle of communication. As the Institute progressed, however, participants increasingly brought suggestions directly to the Director or other members of the staff and the Policy Committee was used less frequently. The evaluation forms indicate that the line of communication between staff and participants was effective and not a single complaint was received on this score.

(9) Full time vs. part time staff--Previous experience had indicated that those staff members who are at an Institute on a part-time basis find their effectiveness reduced. Therefore, all three members of the staff worked full time and as a result it was felt that greater continuity of direction and rapport was achieved between staff members and participants. The availability of a full-time staff member knowledgeable in both economics and education (Dr. Rittschof) greatly strengthened the staff, adding significantly to its ability to move toward the goal of implementing the presentation of economic concepts into the classroom at all grade levels.

(10) Visiting faculty--The lecturers or visiting faculty at the Institute were the educators and economists who had been working with the D.E.E.P. schools in the previous semester. The

fact that they were familiar with the participants and with the economic education efforts in their school systems greatly increased their effectiveness.

(12) Unique features of the Institute--Extensive use was made of consultants as an integral part of the program. In the spring an economist and an educationist from one of the participating universities visited, usually more than once, representatives of the Wisconsin DEEP schools. The purposes of the visits were to get those school systems started on a general program for the introduction of economics within a conceptual framework, to select the participant or participants they were going to send to the summer institute, and to explain the continuing support they could expect from the participating universities.

In the fall the consultants made follow-up visits to encourage the introduction of economic concepts into the classrooms; they conducted in-service programs and supplied the general consulting help needed whenever participants encountered trouble in their attempts to introduce economic concepts into the classroom.

The process is still not complete as of this writing; thus a complete estimate of the effectiveness of the consultants is not yet possible. The Psychological corporation will make the final evaluation of the effectiveness of the consultants. Yet, one sign of the success of the consultant program was visible almost from the beginning of the summer institute:

the participants chosen were stronger in economic understanding and were prepared to write materials for the conceptual teaching of economics in the classroom.

Another significant feature of the Institute was the introduction of a great deal of flexibility into the summer program. In the two previous Institutes the scheduling was quite rigid; lectures and occasional guests handled substantive economic principles and problems from nine to twelve each morning except Friday. The afternoons were given over to work on group projects in which techniques for the conceptual teaching of some of the principles presented in the morning meetings were developed. This year just over half the morning sessions were formally scheduled (four members with a great deal of work in economics were excused from those) and the rest of the time was given over to projects. Also, last year the group of 36 participants was divided into two groups, one to deal with the teaching of the concept "Money" and the other the concepts of "Market and Price." This year the grouping was by DEEP school district, with the largest group, representing the City of Milwaukee system, made up of six members. At the same time several of the outlying districts had single individuals working on their own problems.

This new, more flexible format had both advantages and disadvantages. On the positive side the following should be cited:

1. On the basis of the pre- and post-test procedure with the Test of Economic Understanding (TEU) a gain in economic understanding was achieved comparable to that achieved at the 1967 and 1968 Institutes in spite of the fact that only half the time was devoted to lectures in content economics (the specific group scores on the TEU and a description of the Test itself will be found in the concluding section of this report). This gain was apparent to the staff in conversation with the participants, and also in the quality of the essay exams written by the participants at the end of the summer program.
2. Most of the participants were able to increase their understanding of the conceptual approach to the teaching of economics by working on projects immediately useful to them; for example, a twelfth grade history teacher was able to develop a unit on slavery in terms of relative scarcity of actors and particular market conditions and use the unit to help him develop the economic concepts of labor, capital, and alternative costs, while a fourth grade teacher was able to clearly develop the concept "scarcity" in a unit on early Wisconsin Indians.
3. Because of the format, the staff was able to do more personal consulting than it had in the past. The participants were encouraged, and sometimes cajoled into choosing concepts on which to work right from

the first day of the institute. Of course, as the institute progressed a number of decisions were changed, often more than once, but each time that a decision was made, a staff member participated in it. In the view of the staff, a large majority of the participants reached the end of the institute with a clear understanding, usually for the first time, of what was meant by a conceptual approach to teaching economics.

On the other hand there were weaknesses in the approach taken:

1. Some of the participants who worked as one-person groups missed the supportive help and learning afforded by other members of a group. Perhaps the worst part of this problem was that it was often those participants from the smaller outlying school districts, who were most in need of group support and encouragement, who worked alone.
2. A good deal of staff time was spent explaining to the many groups the utilization of materials available and the fruitful lines of reasoning for understanding and using specific concepts. Reading and correcting and rereading and recorrecting materials in preparation took large amounts of staff time although the materials sometimes differed from each other only in some details.

On the basis of the quality of the work done and the enthusiasm shown by the participants, this flexible approach should be judged a success although improvements are certainly desirable. First among these would be the requirement of minimum size groups, perhaps of three or four people, even if the minimum requirement did some violence to the logic indicated by the school systems represented or the grade level of the participant teachers, for the benefits of serious interaction on a project probably outweigh any disadvantages that may develop. (It should be stressed here that two-thirds of the participants in this Institute worked in groups that were, at a minimum, supportive). Secondly, additional meetings of all the participants should be held in the course of the work on the group projects to deal with common problems being encountered by several of the groups.

The last distincitve feature of the Institute that should be noted was the use of an independent evaluation group. This meant that a truly disinterested party was available to comment on the success or failure of different portions of the program, indicating directions for further improvements in future Institutes of this type.

(13) Use of New Materials--Inadequate use of new materials was a weakness of the previous institutes and every attempt was made to do a better job in 1969. Fuller use was made of films, slide-strips, slides, records and the most recent curriculum materials. In addition, effective use was made of a video tape tele-lecture presentation by Dr. Lawrence Senesh of Purdue University. The Center for Economic Education has a very

extensive collection of curriculum materials in economics at the elementary level and Institute participants utilized them fully. Film and slide projectors and record players were available throughout the Institute, so that participants could individually examine a wide range of audio-visual materials. Finally, use was made of two "economics" games. One of the visiting economists directed the group in the playing of a paper clip game which illustrated specialization of labor and the law of diminishing returns. Secondly, the entire group played a computer business game aimed at giving participants an understanding of the economic operation of a business firm as well as teaching such concepts as elasticity of demand, oligopoly and profit maximization. Thus, participants not only learned of the availability of games and simulation exercises to teach economic principles but were given concrete demonstrations of their utilization.

(14) Most significant thing that happened to participants in the Institute--Participants mentioned two things as most significant in order of importance: (1) They began to understand for the first time or to a fuller extent what is meant by the conceptual teaching of economics in particular, and of the social studies in general, and the methods and procedures to use in the conceptual teaching of economics. (2) Their understanding of the structure of economics, and the use of economic theory as a tool for analyzing current economic problems was deepened. Evidence that the Institute participants are likely to attempt to introduce economics more

effectively within a conceptual framework upon their return to their school system is presented in the next section.

(16) Follow-up arrangements--Almost as soon as the summer Institute was completed, the consultants began the last phase of their work. Before the fall semester began, they were called in to assist in the completion of curriculum plans for the coming school year. As the semester began, participants in the Institute were visited at their schools for the purpose of assisting them in the attempts they were making to teach economic concepts in their classrooms. Several extended in-service programs were offered (six two-hour sessions or more over a span of weeks). For example, in the Milwaukee area these programs were carried out in the Shorewood and the Wauwatosa School Systems. Staff members and consultants have also held themselves ready to perform the public relations function of speaking on economic education in the schools for such groups as PTA's and PTO's, and have been called upon in this capacity a number of times.

CONCLUSIONS

The two primal objectives of the Institute as set forth in the "Plea of Operation" submitted to the U.S. Office of Education were the following:

(1) To give participants an understanding of the basic principles of economics and the theoretical structure of the discipline, so they will understand and have confidence in the organization of economics into a conceptual framework.

(2) To demonstrate the procedures, methods, and materials that should be used to insure the effective introduction of

economics within a conceptual framework in the classroom. The evidence, both subjective and objective, indicated that these two objectives were in large measure achieved. This statement is based on a pre-and post-test in economics, the formal evaluation form filled out by participants and their informal comments, the curriculum materials produced by participants, and a two-hour, essay final examination.

There is clear evidence that the participants increased very significantly their understanding of economics. One measure of this was obtained by the results on the "Test of Economic Understanding," which was administered on a pre- and post-test basis. The "Test of Economic Understanding" is a 50 question, multiple-choice examination drawn up by a national panel of economists and educators under the auspices of the Joint Council on Economic Education and published by Science Research Associates. The "Test" attempts to measure not knowledge of economic facts or institutions but analytical and conceptual understanding of economics. On the pre-test, participants in the Institute were relatively strong in economics, scoring an average of 37.7. Nationally, social studies teachers who have had no college economics courses score 32.0 and those who have had one to two college economics courses score 32.8 on the "Test" when it is taken some years after their college courses (AMERICAN ECONOMIC REVIEW,June, 1965, p. 334). The average post-test score of the Institute participants was 44.4. On a national basis, college sophomores who took the "Test" immediately after the introductory economic course scored 42.7 and high school social studies teachers who had watched the two-semester "American Economy" TV Series three or more times a week scored 41.2. Therefore, as measured by results on the "Test of

Economic Understanding" the Wisconsin Teachers in our Institute showed a very significant improvement and ended up with an average score significantly higher than that of either college sophomores after an introductory course in economics or high school social studies teachers who had regularly watched the "American Economy" TV Series. This improvement occurred even though only the mornings of three weeks were devoted to lectures in content economics.

The staff economists believed that not only was the general level of economic understanding of participants raised but also that two subobjectives of the Institute in the economic content area, (1) "to enable participants to separate goals or value judgements from positive economic principles in arriving at economic policy decisions" and (2) "to enable participants to use the economics concepts acquired in understanding the functioning of the American economic system and in dealing with current economic problems," were substantially achieved. There was evidence in group discussions and conversations with individuals that participants had acquired an understanding of the structure of economics and could largely separate the accepted basic principles of economics from goals or value judgements in arriving at economic policy decisions. By the end of the Institute, for instance, most participants were aware that a parking problem could be "solved" either by furnishing more parking spaces or by raising the price of existing space, but to choose one over the other involved value judgements and that these judgements had to be separated from the principles of positive economics. The participants also showed in class discussions that they had acquired a basic understanding of a market economy as a device for allocating resources as well as the role of government in the economic system and the role of monetary and fiscal policy in achieving full employment, price stability and maximum economic growth.

Furthermore, the written evaluation forms turned in by the participants indicated that they clearly believed that their understanding of economics had been significantly increased. In response to a request for "the parts of the program you thought most effective or on which more time should have been spent," an overwhelming number of participants designated the economics content part of the Institute. Finally, the staff economists' belief that the participants had significantly increased their understanding of economics was based in part on the results of the final examination. An all essay final exam was used with approximately 75 per cent of it covering economic content. Answers to the essay questions were generally well written and confirmed the improvement shown in the scores on the "Test of Economic Understanding."

One major objective of the Institute was the writing of curriculum materials which could be used for the introduction of economics within a conceptual framework in the participating school systems. This objective was made clear at the beginning of the Institute and steps were taken to implement it during the first week.

In the past two N.D.E.A. institutes conducted at the University of Wisconsin-Milwaukee group curriculum projects were utilized, but resistance to them was far greater than to any other parts of the program. This was to be expected. Curriculum projects demand a search of materials, reading, creative thought and, most particularly, written work. Participants naturally preferred the less demanding role of listening to lectures in economics or education or to discussing current economic problems. However, participants in the 1969 Institute demonstrated no significant resistance to the curriculum projects. This was probably true because (1) participants knew before coming to the Institute that a major part of the work would be the development of materials (2) participants worked on materials that they knew would be used by them and others in their school systems as part of a systematic attempt to teach economics within a conceptual framework (3) the supportive help of economists and educators was available to them before, during and after the Institute and (4) in most cases participants were working with other teachers from their own system whom they knew and in whom they had confidence.

Participants began work on their projects after two afternoon lectures on conceptual teaching. During the latter, economic concepts were defined in terms of their "attributes" along with examples of "referents" and "non-referents" for each. Then the construction of generalizations from underlying concepts was explained in detail. Lastly, the differing methods of teaching (1) concepts and (2) generalizations was covered thoroughly. The fact that one of the staff members is an economist by training but has taught undergraduate and graduate studies methods courses was of great help. In addition, the two staff economists attempted to help by continually using examples from the Wisconsin Department of Public Instruction's A Conceptual Framework for the Social Studies in Wisconsin Schools to illustrate economic concepts and generalizations.

The materials developed by participants were varied but the staff judged them suprisingly good, and actual experience in the semester following the Institute demonstrated that the materials in general were being successfully utilized in the classroom. The most effective materials were probably those which developed a set of concepts and generalizations through several grades. For example, four teachers in the Elmbrook school system developed concepts and generalizations in the area of monetary economics for use in the third grade, in the sixth grade, in a tenth grade course in American history and in an eleventh grade course in American problems. The unit emphasizes that conceptual teaching is a systematic way of introducing economics within a kindergarten through twelfth grade framework. Similar units on scarcity (kindergarten through the sixth grade), price (grades 4 through six) and specialization (grades one through six) were developed which covered work in more than one grade.

On the other hand, several curriculum projects developed economics within a conceptual approach but concentrated on a single course or a unit within a given course. For example, four teachers and one social studies supervisor from the Milwaukee Public Schools developed both a teachers guide and extensive student materials for an eleventh grade course in practical economics (consumer economics and the economics of the world of work) for inner core schools. These materials are currently being field-tested and should demonstrate how the principles of economics can be taught within a course in practical or consumer economics. Three teachers from the Wauwatosa schools developed a six-week unit on an introduction to economics as a discipline for use at the eighth or ninth grade level; this unit should prove useful for the increasing number of schools that are covering economics at the seventh, eighth or ninth grade level either for part or all of a semester. Other curriculum materials were developed to cover a course in consumer economics at the twelfth grade for better students, a unit on economics for an eighth grade course in geography, and a unit on supply and demand for a twelfth grade course in economics. Several of these projects developed effective materials but their effectiveness would have been enhanced if they could have been placed within a framework of materials covering kindergarten through the twelfth grade.

One important advantage of the curriculum projects was that they forced participants to make extensive surveys of the materials available, and almost every project contained an extensive bibliography of materials that had been examined. As was mentioned earlier, there was minimal resistance to the curriculum projects, contrary to the experience at the two previous N.D.E.A. institutes, and participants rated them a valuable part of the Institute. Members of staff also felt that the projects were an essential part of the Institute, for they not only produced materials for the use of the school systems involved but also helped participants more thoroughly understand the process by which the principles of economics can be introduced into the classroom. Samples of the curriculum units developed at the Institute are attached to this report and furnish concrete evidence of what was accomplished in the relatively short period of six weeks.

One important characteristic and strength of the Institute which should be mentioned was that a group cohesiveness and sense of rapport between participants and staff developed which sharply differentiated it from the regular college class. Participants ate lunch together several times a week and participated in several group recreational and social functions, including a reception and party at the home of the Director. Members of the Institute staff participated regularly in the group luncheons, field trips, and social and recreational activities of the group and encouraged visiting lecturers to do the same. One minor but indicative point that can be mentioned is that the Director and Associate Director made it a point to learn the names, position and city of origin of each of the participants, something that neither of them manages to accomplish in his regular college classes. Furthermore, members of the staff got to know many of the participants quite well and had frequent opportunities to discuss topics of mutual interest, not always economic ones, with them. The participant evaluation forms showed that they felt that the *esprit de corps* of the Institute contributed importantly to the success it achieved.

The following quotations taken from the evaluation questionnaires filled out anonymously by participants at the end of Institute will give some additional insight into the participant opinion:

1. "I particularly enjoyed the flexibility in the program in which (i) participants had a choice on content in class sessions after two weeks, (ii) projects were structured to meet the needs of the school system, (iii) resource people spent a great deal of time with participants on their projects and (iv) some stress was put on the process of education....Excellent program! I am sure that it will be difficult to find another Institute that could fit the needs of a school system better."
2. "The economics instruction was outstanding. I found out if you really understand the conceptual approach, the tools and methods are not all important. Staff professors did an

excellent job with just lectures and a blackboard. It is therapeutic for teachers to be exposed to some hard-nosed, logical thinking by some rigorously trained individuals....Excellent institute -- highest rating possible. Most stimulating summer I have spent in 20 years."

3. "I was aided in several ways: (i) I think my economic thinking has improved -- I started with no formal background(ii) I am less fearful of the conceptual approach (iii) I have some practical materials to take back to the classroom. I know I was helped greatly by the work on my project. I found a wealth of material that will be useful to me. The fact that there was a willingness on the part of the staff to help the individual teacher do what he himself wanted to do was important. From my own standpoint, I can only say I benefited greatly."
4. "The most significant benefits I received from the Institute were (i) an awareness that someone cares and that there is an accepted, workable program for the conceptual teaching of economics (ii) basic economic knowledge and usable examples (iii) unlimited resources and guides to work from. ...In short, I have attended several other institutes, but honestly, this has been the most worthwhile. It will have a more lasting effect.I am at last given some concrete material to work with and some straight answers on what to teach!

These comments and many others in a similar vein that could have been cited indicate that participants felt that the Institute was a productive and meaningful experience.

In summary, the objective evidence of the "Test of Economic Understanding," the results of the final exam, the general excellence of the final curriculum projects, and the subjective evaluation of both staff and participants indicate that the Institute succeeded in substantially accomplishing its main objectives and contributed importantly to the understanding of the participants both in the content area of economics and in the procedures, methods, and materials essential for teaching economics effectively within a K-12 conceptual framework.

Educational Personnel Development Act Institute in Economics
University of Wisconsin-Milwaukee, June 23-August 1

Sponsored in Cooperation with the Wisconsin Department
of Public Instruction and the U.S. Office of Education

I. Eligibility: First priority will be given to teachers and administrators, K-12, from the 14 cooperating school systems in the Wisconsin Developmental Economic Education Program (D.E.E.P.). If not enough applications are received from educators in the D.E.E.P. schools, participants will be selected from other Wisconsin schools. Out-of-state applicants will be selected only in the unlikely case that insufficient applications are received from within Wisconsin.

II. Objectives: The general objective of the Institute will be to help participants so that they may be able to assume a leadership role in the more effective introduction of economics within a conceptual framework in their own D.E.E.P. school system. To accomplish this general objective, there will be two subsidiary objectives:

1. To give participants an understanding of the basic principles and theoretical structure of economics, so that they will understand the organization of economics into a conceptual framework for use in the K-12 classroom.

2. To demonstrate the methods and materials that should be used to insure the effective introduction of economics within a conceptual framework into the classroom. Where desirable, participants will be aided in the writing of appropriate teacher and student materials.

Two important points should be noted:

1. Sufficient flexibility will be introduced into the Institute, so that participants may work individually in specific areas that will help them in their own school system.

2. It is expected that most of the participants will have had little or no training in economics and no-one should refrain from applying because of a fear that the economics covered will be too advanced.

III. Dates and time: The Institute will run from June 23 through August 1. In order to comply with U.S. Office of Education requirements, class or individual work sessions will be held from 9:00 A.M. to 12:00 Noon, Monday through Friday, and afternoon sessions from 1:30 to 3:30 P.M., Tuesday, Wednesday, and Thursday.

IV. Credit: Applicants who wish to do so may enroll for six semester hours of graduate credit in education.

V. Stipends: Applicants will receive $75 per week.plus $15 per week for each eligible dependent. Stipends are in most cases tax free. No tuition or fees will be charged. However, participants will pay their own costs of travel, room and board, and textbooks.

VI. Staff: Director - Dr. Leon M. Schur, Director of the Center for Economic Education, Professor of Economics, Professor of Curriculum and Instruction, The University of Wisconsin-Milwaukee.

Associate Director - Dr. Gerald A. Weston, Assistant Professor of Economics, Wisconsin State University-Whitewater.

Staff Educator - Dr. Louis Rittschof, Executive Director, Wisconsin State Council on Economic Education and Assistant Professor of Curriculum and Instruction, University of Wisconsin-Milwaukee.

Lecturers and Consultants - In addition to the regular staff, seven economists and educationists from among the academic year consultants for the D.E.E.P. project will appear on the program as guest lecturers and consultants.

X. How to apply: Applicants should have the enclosed"Application for Admission" and "Confidential Evaluation" forms completed and sent as soon as possible to the following address:

Dr. Leon M. Schur, Director
Center for Economic Education
Bolton 517
University of Wisconsin-Milwaukee
Milwaukee, Wisconsin 53201

The postmark deadline for submission of application is April 6, 1969. Participants will be notified of their selection by April 19, 1969.

The University of Wisconsin-Milwaukee

MILWAUKEE, WISCONSIN 53201

• CENTER FOR ECONOMIC EDUCATION

It is a pleasure to notify you that you have been selected as a participant in our E.P.D.A. Institute in Economics, and I wish to extend to you my congratulations.

If you plan to accept appointment as a participant in this Institute, the following three items must be mailed no later than May 2, 1969.

1. A letter of acceptance.
2. The enclosed Application for a stipend Form (OE-7213).
3. The attached Questionnaire with the correct boxes checked.

Unless the above instructions are followed, we shall be forced by the U.S. Office of Education requirements to drop your name from the list of Institute enrollees on the morning of May 4, 1969, and select a replacement from the waiting list of alternate candidates. If you will be unable to attend the Institute, I would appreciate your notifying me as soon as possible.

I will send you further information about the Institute and our campus once we have a completed list of participants, but please fell free to write me at any time if you have any questions or if I can be of help in any way.

I shall look forward to welcoming you to our Institute and want to assure you that the staff and I will do everything we can to make it both an enjoyable and meaningful experience.

Sincerely yours,

Leon M. Schur
Director

LMS:tr

Enclosure

AFFILIATED WITH THE WISCONSIN STATE COUNCIL ON ECONOMIC EDUCATION AND THE JOINT COUNCIL ON ECONOMIC EDUCAT

The University of Wisconsin–Milwaukee

MILWAUKEE, WISCONSIN 53201

• CENTER FOR ECONOMIC EDUCATION

The Admissions Committee of our E.P.D.A. Institute in Economics had the difficult task of choosing thirty-six participants from among many qualified applicants. While you were not one of the thirty-six participants selected, I am happy to notify you that you were among the twenty alternates chosen.

The thirty-six people who were selected have been requested to inform me of their acceptance by no later than May 2; therefore, we should be able to notify you shortly thereafter whether or not we will be able to accept you as a participant in our Institute. If you wish to be enrolled as an alternate for our Institute, the U.S. Office of Education requires that you send me a letter of acceptance by May 2, 1969.

I know the alternate status is in many ways an unsatisfactory one, but please have patience with us; we should be able to clarify your status in a few weeks. In the meantime if you have any questions, please feel free to write me.

Sincerely yours,

Leon M. Schur
Director

LMS:tr

AFFILIATED WITH THE WISCONSIN STATE COUNCIL ON ECONOMIC EDUCATION AND THE JOINT COUNCIL ON ECONOMIC EDUCATI

The University of Wisconsin-Milwaukee
MILWAUKEE, WISCONSIN 53201

• CENTER FOR ECONOMIC EDUCATION

I am sorry to inform you that we were unable to select you as a participant in our E.P.D.A. Institute in Economics. As you probably know, first priority in the selection of participants went to teachers in the 16 participating Wisconsin Developmental Economic Education Program schools. Applications from these schools were so great in number, that we were able to accept only a very few participants from the non-D.E.E.P. schools and had to turn down many applicants who otherwise met all our requirements and would undoubtedly have contributed much to our Institute.

I want to thank you for your interest in our Institute and to urge you to please let me know if there is any way I can be of help in your efforts in economic education.

Sincerely,

Leon M. Schur
Director

LMS:tr

AFFILIATED WITH THE WISCONSIN STATE COUNCIL ON ECONOMIC EDUCATION AND THE JOINT COUNCIL ON ECONOMIC EDUCATIO

The University of Wisconsin–Milwaukee

MILWAUKEE, WISCONSIN 53201

● CENTER FOR ECONOMIC EDUCATION

TO: PARTICIPANTS IN THE EPDA
INSTITUTE IN ECONOMICS

FROM: LEON M. SCHUR
DIRECTOR

DATE: JUNE 6, 1969

It occurred to me earlier this week that our Institute will begin in a few weeks and that I had better send out a brief informational letter to you.

In regard to housing, we have followed the instructions you gave us on our original questionnaire. If you asked for a room in the campus dormitories, a reservation has been made for you. However, I should warn you that very few single rooms or rooms with private bath will be available. Individual meals can be purchased in the Union, and each week we will probably eat two or three lunches together as a group. Those participants staying at the dorms should report upon arrival on campus to Holton Hall, 2512 East Hartford Avenue.

Those of you who requested help in finding off-campus housing from our Housing Bureau should have heard from them. If you did not, please let me know.

The required paperback texts for the Institute will be the following:

1. Basic Economics, R. W. Trenton, Second Edition, Appleton Century Crafts, 1968, $3.95.
2. Teachers Guide to Developmental Economic Education Programs: Part One: Economic Ideas and Concepts: Part Two: Suggestions for Grade Placement and Development of Economic Ideas and Concepts (Joint Council on Economic Education, 1964), $1.50.

They will be available for purchase upon your arrival on campus.

I should also note that if you are not coming from the Milwaukee area and have any curriculum units, texts or supplementary materials in economic education that would be relevant to the general work of our Institute, please bring them along.

Another item in which you will undoubtedly be interested is the method of payment of your stipend. One-half of your stipend plus dependency allowance

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will be paid the first or second day of the Institute with the other one-half to be paid during the fifth week of the Institute. Please remember that no travel funds will be provided to participants.

The regular recreational, cultural, and social opportunities of the University and the City of Milwaukee will be available to participants. The Institute staff will make every attempt to see that participants enjoy social and recreational events as a group as well as on an individual basis. There will be an opening reception, a picnic and other social events. Informal clothing will, of course, be suitable for classes.

In general we will meet from 9:00 A.M. to 12:00 Noon, Monday through Friday, and 1:00 to 3:00 P.M. Tuesday, Wednesday and Thursday. The format of our Institute after the first two weeks will be quite flexible. We will have formal lectures and discussions on micro-economics during most of the first week of the Institute and on macro-economics during the second week. Some individuals on the basis of previous course work in economics and their scores on the tests of economic understanding to be administered during the first day of the Institute may be excused from these sessions and assigned to other work.

The topics in economics and economic education which will be covered in the last four weeks will be determined after discussions between members of the staff and participants in the Institute. Most of you will come as part of a group from a particular D.E.E.P. school system which has already set specific objectives, often the writing of curriculum materials, to be achieved during the Institute. Those individuals who have not as yet set such specific objectives should give thought to this matter in the next two weeks, so that they may consult with members of the staff as soon as possible after their arrival at the Institute and specify such objectives. The general aim of the Institute is to aid individuals, so that upon their return to their school system they may have the broadest possible impact on the expansion and improvement of its teaching of economics.

Our Institute will begin at 9:00 A.M., Monday, June 23rd, in Rm. 145, Bolton Hall. If you find that for any reason you cannot make this session, please let me know as soon as possible. I have enclosed a map of our campus with Holton Hall and Bolton Hall circled. I have tried to give you all the information you may need; but if you have any individual questions, please feel free to write me.

I hope the Institute will be both a productive and enjoyable experience for each of you, and I look forward to meeting you on June 23rd.

LMS:tr

Enclosure

The University of Wisconsin-Milwaukee

MILWAUKEE, WISCONSIN 53201

● CENTER FOR ECONOMIC EDUCATION

QUESTIONNAIRE: E.P.D.A. INSTITUTE IN ECONOMICS

I. In regard to graduate credit for the Institute:

_____ I shall fill out the "Application for Admission" and "Summer Sessions Application" forms which you have enclosed and return them to the Graduate School of the University of Wisconsin-Milwaukee as soon as possible. I am also requesting that original transcripts from each college or university which I have attended be sent to the Graduate School and am aware that my application should be completed if possible by May 1, 1968.

_____ I would like to register as a "special student", so that upon successful completion of the Institute , you may certify to my school system or to a designated university that I have earned six hours of graduate credit. If I intend to transfer the credit to another university or to my school system, I shall determine immediately whether they will accept graduate credit earned as a "special student" not admitted to University of Wisconsin-Milwaukee Graduate School. I shall fill out and return to you the "Summer Sessions Application" form. (I have enclosed a "Summer Sessions Application" form which every participant must fill out and return as soon as possible. We have filled out the study list for you and shall appreciate your doing the best you can with the rest of the form. If you have applied for admission to our Graduate School, you should check one of the boxes in Part E; if you did not apply for admission to our Graduate School, you should check one of the boxes in Part F. If you are registering as a special student, you should return the completed Summer Sessions Application form to me. If you applying for admission to our Graduate School, the Summer Sessions Application form should be sent to the Graduate School along with their Application for Admission form.)

II. In terms of housing arrangements for the Institute:

_____ I would like you to reserve a room for me in the campus dormitories.

_____ I would like to live off campus and would like help from your Housing Bureau in finding suitable living quarters.

_____ I will not need help in making housing arrangements.

NAME

ADDRESS

AFFILIATED WITH THE WISCONSIN STATE COUNCIL ON ECONOMIC EDUCATION AND THE JOINT COUNCIL ON ECONOMIC EDUCATION

CITY STATE ZIP CODE

LIST OF PARTICIPANTS IN
1969 E.P.D.A. INSTITUTE IN ECONOMICS
UNIVERSITY OF WISCONSIN-MILWAUKEE

1. Peter Hans Anderson
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512 Balcom
Eau Claire, Wisconsin 54701

2. James R. Belland
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North Division High
1121 West Center Street
Milwaukee, Wisconsin 53206

3. Eleanore B. Boris
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New Berlin, Wisconsin 53151

4. Richard W. Callender
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6. Robert A. Donegan
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5225 West Vliet Street
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8. Loren E. Graunke
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Hales Corners, Wisconsin 53130

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101 Oak Street
Kaukauna, Wisconsin 54130

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14. Loras R. Kotinek
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611 Division Street
Neenah, Wisconsin 54956

15. Jerome F. Kotnour
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Madison, Wisconsin 53711
Van Hise Jr. High
545 West Dayton
Madison, Wisconsin 53702

16. David G. Krueger
410-2nd Street
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Boyd,Wisconsin 54726

17. Patricia A. Ladwig
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Brookfield East High
3305 North Lilly Road
Brookfield, Wisconsin 53005

18. Monica A. McCauley
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Wauwatosa, Wisconsin 53213
Wauwatosa West High School
11100 West Center Street
Wauwatosa, Wisconsin 53222

19. Phyllis J. Mielke
2226 South 99th
West Allis, Wisconsin 53227
Hales Corners Elementary
11319 West Godsell Avenue
Hales Corners, Wisconsin

20. Anton J. Miller
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Chippewa Falls, Wisconsin 54729
Chippewa Falls Senior High
Chippewa Falls, Wisconsin

21. Douglas D. Molzahn
859 North 11th Street
Manitowoc, Wisconsin 54220
Washington Junior High School
2101 Division Streets
Manitowoc, Wisconsin 54220

22. Thomas John Moran
210 North Blackhawk Avenue
Madison, Wisconsin 53705
Cherokee Junior High
4301 Chrrokee Drive
Madison, Wisconsin 53711

23. Drucilla K. Munson
9102 West Cleveland Avenue
West Allis, Wisconsin 53227
Brookfield Central
16900 West Gebhardt Road
Brookfield, Wisconsin 53005

24. Douglas W. Norelius
North Bay Park
Rice Lake, Wisconsin 54868
Rice Lake Public Schools
Rice Lake, Wisconsin

25. Mae L. Paykel
3920 North 100th Street
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Fairview North Elementary School
4065 North Calhoun Road
Brookfield, Wisconsin

26. Gerald J. Postudensek
3438 Rudolph Road
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Sherman Elementary
Route 28
Eau Claire, Wisconsin 54701

27. Willie B. Rogers
3857 North 17th Street
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North Division High School
1121 West Center Street
Milwaukee, Wisconsin 53206

28. Warren T. Scheuer
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Wauwatosa, Wisconsin
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7600 West North Avenue
Wauwatosa, Wisconsin

29. Walter J. Simpson
Box 106-A
Iron River, Wisconsin 54847
Common Jt. School Dist. #1
(Northwestern)
Maple, Wisconsin

30. Charles A. Spring
Route 2, Box 395
Two Rivers, Wisconsin
Washington High School
Two Rivers, Wisconsin

31. Ottis F. Swiger
2117 East Jarvis Street
Shorewood, Wisconsin 53211
Shorewood Senior
1701 East Capitol Drive
Shorewood, Wisconsin 53211

32. Thomas R. Weber
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Waukesha, Wisconsin 53186
Fairview North Elementary
4065 North Calhoun Road
Brookfield, Wisconsin 53005

33. Harry E. Wilson
305 East 19tg Street
Kaukauna, Wisconsin 54130
Kaukauna Senior
101 Oak Street
Kaukauna, Wisconsin 54130

34. Fred H. Wolters
4171 North 80th Street
Milwaukee, Wisconsin 53222
Lincoln Jr. - Sr. High School
820 East Knapp Street
Milwaukee, Wisconsin 53202

35. Sister Josile Zeimentz
1803 Lynn Avenue
Altoona, Wisconsin 54720
St. Mary's School
227 Fifth Street
Altoona, Wisconsin 54720

36. John H. Zweck
811 East Mason Street
Milwaukee, Wisconsin 53202
Shorewood Senior
1701 East Capitol Drive
Milwaukee, Wisconsin 53211

Schedule for Individual Meetings, by Group, with Drs. Schur, Rittschof and Weston, Rm. 517

I. University of Wisconsin-Milwaukee and Wisconsin State University-Whitewater

MONDAY, JULY 14

1. Brookfield 9:00 - 9:30 A.M.
   i. Patricia A. Ladwig
   ii. Drucilla K. Munson
   iii. Mae L. Paykel
   iv. Thomas R. Weber

2. New Berlin 9:30 - 9:45 A.M.
   i. Eleanore B. Boris

3. Wauwatosa 9:45 - 10:15 A.M.
   i. John F. Gallagher
   ii. Monica McCauley
   iii. Warren T. Scheuer

4. Whitnall 10:15 - 10:45 A.M.
   i. Marlene M. Griffiths
   ii. Phyllis J. Mielke

5. Milwaukee 10:45 - 11:15 A.M.
   i. James R. Belland
   ii. Richard W. Callender
   iii. Robert A. Donegan
   iv. Willie B. Rogers
   v. Fred H. Wolters

6. Shorewood 11:15 - 11:45 A.M.
   i. Peter V. Harrington
   ii. Ottis F. Swiger
   iii. John H. Zweck
   iv. Irene S. Jones

7. Madison 1:00 - 1:30 P.M.
   i. Thomas John Moran
   ii. Jerome F. Kotnour

8. Sun Prarie 10:45 - 11:15 A.M. (with Milwaukee group)
   i. George Conom

II. Wisconsin State University-Eau Claire

1. Chippewa Falls 1:30 - 1:45 P.M.
   i. Anton J. Miller

2. Maple 1:45 - 2:00 P.M.
   i. Walter Joseph Simpson

3. Rice Lake 2:00 - 2:15 P.M.
   i. Douglas W. Norelius

4. Eau Claire 2:15 - 2:45 P.M.
   i. Peter Hans Anderson
   ii. Gerald J. Postudensek

5. Stanley-Boyd 2:45 - 3:00 P.M. (with Eau Claire group)
   i. D. G. Krueger

TUESDAY, JULY 15

6. Altoona
   i. Sister Zeimentz

III. Wisconsin State University-Oshkosh

1. Kaukauna 1:15 - 1:45 P.M.
   i. Harry E. Wilson
   ii. Kevin Hansen

2. Manitowoc Curriculum Center 1:45 - 2:15 P.M.
   i. Douglas D. Molzahn
   ii. Charles A. Spring

3. Neenah 2:15 - 2:45 P.M.
   i. Loren E. Graunke
   ii. Thomas E. Jensen
   iii. Loras R. Kotinek

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PROGRAM: E.P.D.A. INSTITUTE IN ECONOMICS
JUNE 23 - JULY 4, 1969, BOLTON HALL ROOM 145

Monday, June 23 9:00 - 9:30 A.M. - Welcome to the Institute and Introduction of staff. Dr. Leon M. Schur, Director, Center for Economic Education, University of Wisconsin-Milwaukee.

9:30 - 10:30 A.M. - "Test of Economic Understanding" or "Test of Understanding in College Economics," pre-test.

10:30 - 10:45 A.M. - Coffee break.

10:45 - 12:00 Noon - The Structure of Economics: Positive vs. Normative Economics - Dr. Schur.

Assignment: Basic Economics by R. W. Trenton - Chapter 1.
Teachers Guide to Developmental Economic Education Program: Part One: Economic Ideas and Concepts - pp. 1-10.

Tuesday, June 24 9:00 - 10:30 A.M. - The Economizing Problem: Scarce Resources and Unlimited Wants - Dr. Gerald A. Weston, Department of Economics, Wisconsin State University-Whitewater.

10:30 - 10:45 A.M. - Coffee break.

10:45 - Noon - How Our Economic System Answers Three Basic Questions: 1) What and How Much to Produce, 2) How to Produce, and 3) How to Distribute Output - Dr. Weston.

12:00 - 1:00 P.M. - Group luncheon - Union, Rm. 205.

1:00 - 3:00 P.M. - Organization of Group and Individual Projects - Bolton Hall, Rm. 60.

Assignment: Basic Economics - Chapter 2.

Wednesday, June 25 9:00 - 10:30 A.M. - Continuation of the Previous Discussion of the Organization of Our Economic System.

10:45 - 12:00 Noon - Operation of a Market Economy and the Role of Prices

12:00 - 1:00 P.M. - Group luncheon - Union Rm. 205.

1:00 - 3:00 P.M. - Consultation with Staff on Individual and Group Projects - Bolton Hall, Rm. 60.

Assignment: Basic Economics - Chapter 4 and
Economic Ideas and Concepts, pp. 10-22.

Thursday, June 26 9:00 - 10:30 A.M. - Institutions of a Capitalistic Economy - Dr. Weston.

10:45 - 12:00 Noon - Market Structure: Competition and Monopoly - Dr. Weston

12:00 - 1:00 P.M. - Group Luncheon

[illegible]	1:00 - 3:00 P.M. - Group Projects - Staff.
Assignment:	Basic Economics - Chapters 6 and 7.
Friday, June 27	9:00 - 10:30 A.M. - Government in the American Economy - Dr. Weston.
	10:45 - 12:00 Noon - Review and Discussion of Micro-Economics - Drs. Schur and Weston.
Assignment:	Basic Economics - Chapters 3 and 8.
Monday, July 30	9:00 - 10:30 A.M. - An Introduction to Macro-Economics - Dr. Schur.
	10:45 - 12:00 Noon - Gross National Product - Dr. Weston.
Assignment:	Basic Economics - Chapter 15.
Tuesday, July 1	9:00 - 10:30 A.M. - The Role of Money and the Banking System - Dr. Schur
	10:45 - 12:00 Noon - The Problem of Price Stability; Monetary Policy - Dr. Schur.
	12:00 - 1:00 P.M. - Group Luncheon.
	1:00 - 3:00 P.M. - Group Projects - Staff.
Assignment:	Basic Economics - Chapter 13.
	8:00 P.M. - Reception sponsored by the Wisconsin State Council on Economic Education at the home of the Director of the Institute, 173 West Suburban Drive, Fox Point.
Wednesday, July 2	9:00 - 10:30 A.M. - The Role of Debt in the Economy and Fiscal Policy - Dr. Schur.
	10:45 - 12:00 Noon - The Determinants of Economic Growth - Dr. Schur.
	12:00 - 1:00 P.M. - Group Luncheon - Union, Rm. 205.
	1:00 - 3:00 P.M. - Group Projects - Staff.
Assignment:	Basic Economics - Chapter 14.
Thursday, July 3	9:00 - 10:30 A.M. - Problems in the Attainment of Full Employment, Price Stability and Maximum Economic Growth - Dr. Schur.
	10:45 - 12:00 Noon - Review and Discussion of Macro-Economics - Staff Economists.
	12:00 - 1:00 P.M. - Group Luncheon.
	1:00 - 3:00 P.M. - Group Projects - Staff.

Assignment: Basic Economics - Chapters 16 and 18.

Friday, July 4 Holiday.

The purpose of the morning lectures in economics of the first two weeks is to lay down the basic theoretical structure of economics in both the micro- and macro-areas in order to provide an understanding of how economics may be conceptualized for introduction into the classroom. As much of the remaining time in the Institute as the participants wish will be devoted to an examination of more specialized areas of economics and to formal work on the transfer to economics into the classroom.

Program - E.P.D.A. Institute in Economics
University of Wisconsin-Milwaukee, July 7-11, 1969

Monday, July 7	9:00 - 12:00 Noon - Individual and Group Projects.
Assignment:	Basic Economics - Chapter 10.
Tuesday, July 8	9:00 - 10:30 A.M. - The Determination of Wages and the Distribution of Income - Dr. Melvin Lurie, Chairman, Department of Economics, UWM.
	10:45 - 12:00 Noon - Investment in Human Capital - Dr.Lurie
	12:00 - 1:00 P.M. - Group Luncheon - Union, Rm. 205.
	1:00 - 3:00 P.M. - Motivating Students with Particular Application to the Teaching of Economics - Dr. Rittschof.
Assignment:	Basic Economics - Chapter 12.
Wednesday, July 9	9:00 - 10:30 A.M. - The Economics of the Labor Union - Dr. Lurie.
	10:45 - 12:00 Noon - Problems of Labor and Manpower - Dr. Lurie.
	12:00 - 1:00 P.M. - Group Luncheon - Union, Rm. 205.
	1:00 - 3:00 P.M. - Group Curriculum Projects.
Assignment:	Economic Ideas and Concepts - PP. 22-48.
Thursday, July 10	9:00 - 10:30 A.M. - Attainment of Full Employment, Price Stability and Maximum Economic Growth - Dr. Schur
	10:45 - 12:00 Noon - The Determinants of Economic Growth-Dr.Schur
	1:00 - 3:00 P.M. - Group Curriculum Projects.
Assignment:	Basic Economics - Chapter 20.
Friday, July 11	9:00 - 10:30 A.M. - Economics of International Trade - Dr.Weston
	10:45 - 12:00 Noon - Review and Discussion of Economics covered during the Week - Dr. Lurie and staff economists.
Assignment:	Basic Economics - Chapter 19.

PROGRAM - E.P.D.A. INSTITUTE IN ECONOMICS
UNIVERSITY OF WISCONSIN-MILWAUKEE
JULY 14-18, 1969

Monday, July 14 9:00-12:00 Noon - Work on Group Projects including Scheduled Sessions with Staff.

Assignment: Teachers Guide to D.E.E.P., Part Two: Suggestions for Grade Placement and Development of Economic Ideas and Concepts - read appropriate section at either elementary, junior high, or senior high level.

Tuesday, July 15 9:00-10:30 - The Role of Venture Management in the American Economy - Dr. John Komives, Director, Center for Venture Manggement.

10:45-12:00 Noon - Work on Group Projects.

12:00-1:00 P.M. - Group Luncheon, Union, Rm. 205.

1:00-3:00 P.M. - Group Projects; Scheduled Sessions with Staff.

Assignment: Economic Education Experiences of Enterprising Teachers, read appropriate section at either primary, intermediate, junior high or high school level.

Wednesday, July 16 9:00-12:00 Noon - Work on group Projects Including Consultation with Dr. Duane H. Sackett, Chairman, Department of Elementary Education, and Professor Jerry Johnson, Department of Economics,both of Wisconsin State University-Eau Claire.

Professors Sackett and Johnson will be with us Wednesday, Thursday, and Friday and will be available for consultation and special lectures. Institute participants will be polled forsuggestions as to the type of help they would like to receive.

12:30-2:00 - Group luncheon at Karl Ratzsch's Restaurant, 320 East Mason.

2:30-3:30 - Tour of the Port of Milwaukee aboard the Yacht, Harbor Escort, of the Board of Harbor Commissioners.

Assignment: What Are Economic Problems? by Lewis E. Wagner, pp. 1-18.

Thursday, July 17 9:00-12:00 Noon - Group Projects - Drs. Sackett, Johnson and Staff.

12:00-1:00 P.M. - Group Luncheon - Union, Rm. 205.

1:00-3:00 P.M. - Video-tape Lecture by Dr. Lawrence Senesh, Professor of Economic Education, Purdue University followed by discussion and question period - Physics and Enginnering Building, Rm. 135.

Assignment: Economic Topics, Thirty Articles from the Newsletter, Joint Council on Economic Education, pp. 2-30.

Friday, July 18 9:00-12:00 Noon - Group Projects - Drs. Sackett, Johnson and Staff.

PROGRAM - E.P.D.A. INSTITUTE IN ECONOMICS
UNIVERSITY OF WISCONSIN-MILWAUKEE
JULY 21-AUGUST 1, 1969

Monday, July 21 9:00-10:30 A.M. - "Role of Labor and Labor Unions in the American Economy" - Mr. Bertram McNamara, Director, District No. 32, United Steel Workers of America and Mr. Ralph Koenig, Director of Education, Region 10, United Automobile Workers International Union.

10:45-12:00 Noon - Group Projects.

Assignment: Basic Economics, Chapter 20.

Tuesday, July 22 9:00-10:30 A.M. - Panel discussion on the "Role of Business in the American Economy" - Mr. James Taylor, President, Taylor Electric Company; Mr. John Kelly, President, Midland National Bank; Mr. John Koss, President, Koss Electronics; and Mr. L. Wm. Teweles, President, L. Teweles Seed Company.

10:45-12:00 Noon - Participants will be divided into four subgroups, each of which will be able to discuss the role of business in the economy with one of the business panelists.

12:00-1:00 P.M. - Group Luncheon - Union, Rm. 205.

1:00-3:00 P.M. - Group Projects.

Assignment: Basic Economics, Chapter 21.

Wednesday, July 23 9:00-12:00 Noon - Group Projects.

12:00-1:00 P.M. - Group Luncheon - Union, Rm. 203.

1:00-3:00 P.M. - Group Projects.

Professor Claud Thompson, Department of Secondary Education, Wisconsin State University-Oshkosh will be with us Wednesday and Thursday and will be available for consultation with all participants. A formal schedule of appointments with him will be arranged for those from the Oshkosh area.

Thursday, July 24-9:00-12:00 Noon - Group Projects.

12:00-1:00 P.M. - Group Luncheon - Union, Rm. 207.

1:00-3:00 P.M. - Group Projects.

Friday, July 25 8:00-8:30 A.M. - Coffee and Sweet Rolls, Kenwood Conference Center.

8:30 A.M.-2:00 P.M. - Playing of Business Game under the Guidance of Members of the Faculty of the UWM School of Business Administration and Business Representatives.

Monday, July 28 9:00-12:00 Noon - Group Projects

Tuesday, July 29 9:00-10:30 A.M. - Agriculture in the American Economy and the Policies of the National Farmers Union - Mr. Gilbert C. Rohde, President, Wisconsin Farmers Union.

10:45-12:00 Noon - Economics of the Underdeveloped Countries - Dr. A.G. Rogers, Department of Economics, UWM.

12:00-1:00 P.M. - Group Luncheon - Union, Rm. 205

1:00-3:00 P.M. - Continuation of the Economics of the Underdeveloped Countries - Dr. Rogers.

Wednesday, July 30- 9:00-10:30 A.M. - Agriculture in the American Economy and the Policies of the American Farm Bureau Federation - Mr. Robert Davie, Wisconsin Farm.

10:45-12:00 Noon - Problem of International Liquidity and the Balance of Payments - Dr. Schur.

12:00 Noon - 1:00 P.M. - Group Luncheon - Union, Rm. 205.

1:00-3:00 P.M. - Comparative Economic Systems - Dr. Weston.

Thursday, July 31-9:00-10:30 A.M. - Selected Reports on Group Projects.

10:30-12:00 Noon - Review and Discussion of Economics and the Conceptual Teaching of Economics - Drs. Rittschof, Schur and Weston.

12:00-1:00 P.M. 12:00-1:00 P.M. - Group Luncheon - Union, Rm. 205.

1:00-3:00 P.M. - Final Exam.

Friday, August 1 9:00-12:00 Noon - Completion of Test of Economic Understanding and Evaluation Report.

EVALUATION, 1969 E.P.D.A. INSTITUTE IN ECONOMICS
UNIVERSITY OF WISCONSIN-MILWAUKEE

I. Would you please rate the over-all quality of and the contribution of the following groups to the Institute Program:

	Excellent	Good	Fair	Poor	GENERAL COMMENTS
1. Staff Schur					
Weston					
Rittschof					
2. Guest lecturers Lurie					
Rogers					
Beckett					
Johnson					
3. Representative from a. business					
b. agriculture Rohde					
Davis					
c. labor					
4. Business game					

II. Parts of the program you thought most effective or on which more time should have been spent:

III. Parts of the program you thought least effective or areas or subjects on which less time should have been spent:

IV. Evaluation and comments on the economics content of the Institute:

V. Evaluation and comments on group projects:

VI. The most significant benefits you received from the Institute:

VII. Recommendations for improvement of the Institute:

VIII. General comments or brief overall evaluation of the Institute:

Appendix A

Curriculum Development Process

1. Economics Workshop
   Dr. Jerry Johnson, Instructor
   Eau Claire, Wisconsin

   A. Economics - Wisconsin
   Grade 4
   prepared by Fern Martinson

   Historical treatment of economic development of Wisconsin. Teaches many basic economics concepts in the context of: The Wisconsin Indian, the trapper and trader, the pioneer and the development of primary industries of Wisconsin. Unit has many excellent teaching strategies.

   B. Transportation and Trade: The Economic Significance to Wisconsin--Past and Present
   Grade 4
   prepared by Patricia J. Popple

   The unit develops several basic economics concepts appropriate to the elementary school course in Wisconsin History. Sections on activities and materials are particularly good.

   C. An Introduction to Economics and Money Management
   Grades 6, 7, and 8
   prepared by Judy Grapa

   This unit provides a means of teaching students about the basic functioning of an economic system. Several concepts and generalizations from the field of economics are explored. Several sections in unit, such as that dealing with government in economics, give students the opportunity for objective attitude formation.

   D. Economics
   Grade 1
   prepared by Chippewa Falls Public Schools

   This unit suggests activities which teach a variety of economics concepts within the first grade social studies curriculum.

   E. Economic Aspects of Pioneer and Indian Life
   Grade 3

   This unit stresses a variety of economics concepts. Principal merit of the unit is the detailed classroom activities which should assist the instructor in teaching the stated concepts.

2. Madison Public Schools
All units developed by:
Elementary Social Studies Committee
Department of Curriculum Development
Madison Public Schools
Madison, Wisconsin

A. Human Action within the Expanding World Coordinated with the Basic System of Man--Social, Economic and Political

This is a more complete edition of earlier K-6 guides produced by the Madison schools. Organized around several themes common to each grade, the guide stresses concept development and strong emphasis on inquiry and discovery centered learning.

B. Guide to Teaching Economics--Personal Finance, K-6, Supplement to Guide to Teaching Social Studies K-6

The process of production, distribution and consumption form the theme for this comprehensive treatment of the individual's role in the economy. Principal strengths of the bulletin are: (1) The varied list of resources and activities which teachers can utilize; (2) The articulation between content, concepts and activities of the grade levels.

C. Let's Build a City--A Curriculum Model for the Middle School

Several major concepts such as interdependence and space are developed in this guide. Particular strengths of the bulletin seem to lie in its: (1) Emphasis on inquiry and discovery exercises; (2) The repeated use of problem solving exercises which gives the student many opportunities to develop a scientific method of looking at data.

D. A Guide to Concept Teaching United States History, Grade 9 (From Reconstruction to the Present)

Topically organized, this curriculum guide centers on important concepts and understandings from each of the relevant social science disciplines. Teachers, unfamiliar with the area, should find the section dealing with American Negro History of considerable merit.

3. Cooperative Curriculum Development Center
Manitowoc, Wisconsin

A. School with Emphasis on Economics
Grade 1
prepared by Margene Reyer
Sheboygan, Wisconsin

Social science concepts and teaching strategies suitable for first grade children are included in this unit. Instructional strategies are so designed as to assist the child in all levels of thinking and to broaden the child's understanding of the concepts taught.

B. Economics
Grade 12
prepared by Brother Andrew under the direction of
Cooperative Curriculum Development Center
Manitowoc, Wisconsin

The course contains units which range from basic economic concepts to the more complex economic theory. The unit contains many exercises designed for small group and individual instruction.

C. Western Civilization
Senior high school
prepared by Luvern Kopp
Sheboygan, Wisconsin

The unit contains suggested content and material for the teaching of concepts from each of the social science disciplines.

D. Economic History of the U. S. Since 1865
Grade 11
Developed with the assistance of the Coöperative
Curriculum Development Center
Manitowoc, Wisconsin

This curriculum guide is primarily a resource unit for the post Civil War economic growth of the U. S. The unit suggests several inquiry and conceptually oriented teaching strategies.

E. The Great Depression
Grade 11
prepared by Dennis Niebuhr
Manitowoc, Wisconsin

This is a two-week unit which deals with the causes of the national and international depression of the 1930's. Key economic concepts are presented within the context of the historical development of the 1930's.

F. World Geography Today
Grade 8
prepared by Sister Mary Hugh, O.S.F., et. al.
Green Bay Diocese
Green Bay, Wisconsin

The unit contains objectives, concepts, content and instructional strategies for an 8th grade course in world geography. The unit has abundant resource material from which teachers may select.

G. How an Economy Develops
prepared under the direction of the Cooperative
Curriculum Development Center
Manitowoc, Wisconsin

The unit contains a series of instructional strategies and resources which are designed to teach the basic concepts and generalizations relative to a market economy.

H. Social Studies 1
Grade 1
prepared by Margene Reyer, Howards Grove, Wisconsin
and Corrine Frederickson, Kohler, Wisconsin

In this unit several social science generalizations are taught within the context of the family group.

I. Social Problems
Grade 12
prepared by Ron Mauk, et. al.
Elkhart Lake, Wisconsin

This curriculum bulletin contains five units and encompasses most of the social science disciplines. The instructional strategies are designed to help the student use the concepts he has learned and to assist the student in developing problem solving and thinking skills.

4. University of Wisconsin-Milwaukee
E.P.D.A. Institute in Economics

A. Economic Growth: 8th Grade U. S. History
Grade 8
prepared by John H. Zweck
Shorewood, Wisconsin

This unit contains strategies, resources and content to teach key concepts and generalizations integrated within the U.S. History curriculum.

B. Application of Economic Concepts to 5th Grade History
Grade 5
prepared by Irene S. Jones
Shorewood, Wisconsin

In this paper ways are suggested for teaching economic concepts and content within the conventional 5th grade curriculum.

C. Comparative Economic System
Grade 9
prepared by Ottis Swiger
Shorewood, Wisconsin

This is a series of supplementary activities to be used with the Coleman Comparative Economic System.

D. Introduction to Economics - 8th Grade History
Grade 8
prepared by Peter V. Harrington
Shorewood, Wisconsin

The unit contains content and instructional strategies for teaching several generalizations from the field of economics. The unit is to be used in regular U. S. History classes.

E. Introduction to the Social Sciences
Junior high school level
prepared by John F. Gallagher, Monica McCauley, Warren T. Scheuer
Wauwatosa, Wisconsin

The three resource units included are: (1) Introduction to the Study of Economics, (2) The Market Economy, and (3) Poverty Today. Abundant resources and materials are presented from which the teacher may select.

F. Scarcity - Conceptual Framework
Grades 1-6
prepared by Loren Graunke
Neenah, Wisconsin

The unit suggests teaching strategies, concepts and variants for each elementary grade. Organized around the most commonly recognized grade level themes, the unit is so designed as to supplement existing social studies offerings.

G. Dealing with Scarcity Through Factors of Production
Grade 5
prepared by Phyllis J. Mielke
Hales Corners, Wisconsin

The unit includes a listing of several major economic concepts and generalizations as well as materials and strategies for teaching the concepts.

H. Price
Grades 4-6
prepared by Marlene M. Griffiths
Hales Corners, Wisconsin

This unit centers around several major economic concepts and developmental variants for each grade level. Transparencies and suggested teaching strategies for several of the concepts and variants are also included.

5. Neenah Joint School District

A. Scarcity - Conceptual Framework
Grades 1-6
prepared by Loren Graunke

The unit presents a variety of economic understandings which grow out of the teaching of this concept. The learning activities and experiences seem to be particularly well suited to the knowledge and understandings taught. Considerable opportunities for developing economic attitudes in the student are also presented.

6. New Berlin Public Schools

A. The Concept of Specialization
Grade 4
prepared by Mrs. Boris, et. al.

Designed for incorporation into the 4th grade course on Wisconsin, the unit divides the major concept into several sub-concepts. Instructional strategies and materials designed to teach the concepts are also given.

7. Superior Public Schools

   A. A Problem Approach to World Affairs
      Senior high school level
      prepared by Eugene Hoff

      This course outline suggests twelve topics for study in a world affairs class. The generalizations presented under each topic should provide some useful hypotheses for student study.

8. Two Rivers Public Schools

   A. Social Studies Curriculum Guide
      High school level

      A good discussion of the nature of concepts and the use of concepts in curriculum planning. Teachers will find the strategies for the teaching of concepts to be of tremendous aid in their classroom. The unit plan for the course in economics gives a good illustration of how materials can be adapted for use in individual communities.

9. Winneconne Community Schools

   A. A Program Called Industriology

      A statement of rationale, philosophy and objectives of this unique course which deals with the "economics of industry." Teachers of industrial arts courses should find the document of considerable merit and value in their own planning.

Appendix B

E.P.D.A. Budget

		Amount Budgeted	Amount Obligated
1.0	Direct Costs (personal service compensation)	$ 43,658.00	$ 40,740.31
2.0	Travel	763.00	728.78
3.0	Fees	441.00	--
4.0	Instructional Supplies	1,500.00	7.10
5.0	Other Direct Costs	950.00	--
	TOTAL	$ 47,312.00	$ 41,476.19
6.0	Stipends	24,300.00	24,300.00
7.0	Indirect Costs	5,340.00	--
8.0	--		
9.0	Total Costs (direct + stipends + indirect costs)	$ 76,952.00	$ 65,776.19
		BALANCE NOT OBLIGATED	$ 11,175.81

Budget Comparison for EPDA Economic Institute

May 25, 1970

Grant Award $76,952.00

Acct. Code	Name	Reference		Amount
2120	TravelIn-state			
	Robert Van Raalte	Vo. 4162 & 1598		$ 217.29
2150	Travel Non-state Employees			
	Various	----------		456.49
	Gerald Weston	Vo. 2585		10.20
	Jules N. La Rocque	Vo. 4622		3.60
	Duplicate payment M. Behr	R.R. 141		(3.00)
	Glenn L. Kinzie	Vo. 6317 & 7533		80.20
	Dr. Louis Rittschof			14.00
2210	Postage			
	Dept. of Administration	----------		3.10
	Claud Thompson	Vo. 7134		4.00
2508	Educational Consultants			
	Various	---------		4,561.55
	George Kaprelian	Vo. 6388 & 339		792.41
	Gerald Weston	Vo. 6061 & 452		1,228.11
	Dr. L. W. Rittschof	Vo. 2155		50.00
	James Watson	Vo. 2156		50.00
	Jules N. La Rocque	Vo. 4622		100.00
	Duplicate payment M. Behr	R.R. 141		(50.00)
	Glenn Kinzie	Vo. 6317		350.00
	Claud Thompson	Vo. 7134		50.00
2595	Other Professional Consult.			
	Psychological Corp.	Vo. 5792, 503 7133		12,310.03
2762	Reimburse U. W.	Vo. 1080, 5626 & 6641	40,176.32	
	Total Expenditures			$60,404.30
	Encumbrances:			
	U. of Wis. - Milwaukee	---------	4,500.00	
	James Watson		871.89	
	Total Obligation to date			$65,776.19
	Balance Not Obligated			$11,175.81